

---

---

# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,  
16 West Forty-seventh Street, New York, N. Y.

BOSTON OFFICE.....Statler Building, Boston, Mass.  
CHICAGO OFFICE.....2500 Prairie Ave., Chicago, Ill.  
SAN FRANCISCO OFFICE.....Phelan Bldg., San Francisco, Calif.  
TORONTO OFFICE.....57 Bloor Street, West, Toronto, Ontario, Canada  
EUROPEAN OFFICE.....Kern House, 36-38 Kingsway, London, W. C. 2, Eng.  
AUSTRALIAN OFFICE.....Bridge Street, Albion, Brisbane; Philip C. Baines, Agent  
NEW ZEALAND OFFICE.....Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

*Subscription rates: One dollar, the year. Ten cents, the copy. Copyright, 1930, by the Gregg Publishing Company*

---

Vol. X

FEBRUARY, 1930

No. 6

---

## *Present-Day Trends in Business Training*

*An Address Delivered at the Convention of the Maine Teachers' Association*

*By Howard M. Munford*

*Bay Path Institute, Springfield, Massachusetts*

### *The Era of Specialization*

**E**DUCATION is training for useful, constructive activity in life. This is true whether the preparation is for business, for service in the arts, in the sciences, or in the professions.

Changes in almost every field of human activity within the last generation, more particularly within the last decade, have been rapid beyond the wildest dreams of the most advanced thinkers. In business we are already far into the era of mass production and mass distribution. In science we have reached that forward position in which we are governed more by what we want to see accomplished than by the recognition of any limitation of our own. The advance in the professional field has been no less marked. Dr. Charles Mayo, the great surgeon, is authority for the statement that the average length of human life has been extended twelve years since 1865, and you do not have to journey farther than to the Shriner's Hospital for crippled children

at Springfield, Massachusetts, to see the miracles in surgery, considered impossible a few years ago, now being performed by a man whose life is devoted to the relief of suffering children.

In the field of finance the trend is toward combinations of interests of a magnitude undreamed of twenty years ago, and the now well-established installment system of buying, for many years operative in the retail merchandising field, has been extended to the field of finance. Millions of dollars are being invested each month by people of limited means in seasoned securities offered by established and successful corporations.

These changes in the fields of industry, science, finance, and the professions have necessitated a very high degree of specialization and an almost unbelievable speeding up on the part of the worker. Evidences of this specialization and speeding up are so many and so obvious that already this has become

known as the era of specialization. The specialist is the man who finds himself exposed to the opportunities for investigation and growth; the man to whom people come in emergencies; the man to whom the greatest prizes are being awarded.

Educators have been sorely tried to keep pace with this kaleidoscopic movement in other fields. Many forward-looking educators and business men have thrown themselves heroically into the breach and have accomplished much in the way of adjustment. The well-known prejudice of classical educators, however, has been a most trying obstacle. Even yet this prejudice exists on the part of some of the more backward and uninformed. While I was in France and Germany during the period immediately following the World War, as an organizer of business training courses with the Army Educational Commission, I found much opposition on the part of educators of the old school to our efforts to organize work in the skills and the vocations. But the march of progress cannot long be withstood, and many of the universities and institutions of higher education have forsaken the traditional idea of education and now have well-defined departments in business training. In many universities, notably Harvard, New York University, Illinois, North-

western, and the University of California, these departments are already outstandingly successful.

There can be no question that the education which is most successful and useful today is that which most nearly prepares the student to enter upon the line of work he has chosen with a minimum expenditure of time, money, and effort, after his entrance upon his work, and which prepares him for a full measure of usefulness and for the maximum of promotion, advancement, and financial return.

The ideal condition, of course, does not exist in education any more than in any other field. All we can hope to accomplish is an approximate approach to the ideal we have in mind, but we should constantly strive to narrow the gap between the actual and the ideal as much as possible.

### *Present-Day Trends in Business Education*

The present-day trends in business education indicate that the business educator and the employment manager are making consistent efforts to improve the value of the product of our schools. In many cases marked improvements are noticeable. In others this improvement is not so pronounced. These trends as I have observed them are:

## 1. THE TENDENCY TOWARD BRINGING THE COMMERCIAL TEACHING MATERIALS DOWN TO THE LEVEL OF THE JUNIOR HIGH SCHOOL

The junior high school has now become a definite unit in the public school systems of the metropolitan centers throughout the country. The famous Six-Three-Three system has taken into the junior high school the boys and girls of the seventh, eighth, and ninth grades, the children of from twelve to fifteen years, the age at which the mind is most formative and at which the trends and natural leanings are better determined. In many of these schools, courses in junior business training especially designed for children in the eighth and ninth grades have become a regular part of the curricula. Bookkeeping and type-writing and, in some cases, shorthand have also found a place.

### *Aim of Junior Business Training*

The main purpose of this training as interpreted by many is to determine whether or not the student shows the aptitude for, and an interest in, business. Progress in the work and ability to handle it effectively are factors used to determine whether the student shall be recommended as one qualified to major in commercial training in the senior high school. For those who show the requisite interest and ability, this junior high school pre-

liminary work in schools in which it has been properly organized provides an excellent foundation for the senior high school commercial training work. In some of these courses, notably in Junior Business Training, textbooks have been prepared especially for this grade of work.

In the smaller school systems, where the junior high school plan is not practicable, there has been a tendency to extend the work in business training into the lower grades of the school. Where formerly no commercial work was to be found below the eleventh year, in recent years this work has been extended so that a number of courses are to be found in the tenth and often even in the ninth year.

Mr. J. O. Malott, specialist in commercial education, Bureau of Education, Washington, D. C., in speaking of the junior business training work as administered in the junior high schools, says, "The outstanding features of the new content ordinarily called 'junior business training' pertain to: General business information and thrift training for all pupils; guidance by means of orientation and try-out; appropriate training to meet the needs of those who drop out; and a preview and excellent vocational background for those who pursue the major vocational courses in the senior high school."

## 2. AN EFFORT, THROUGH THE MEDIUM OF INTELLIGENCE AND PROGNOSTIC TESTS, TO DETERMINE THE FITNESS OF THE PUPIL FOR WORK IN THE FIELD OF BUSINESS

The intelligence tests given to determine the mental age of the child and to learn as far as possible his particular leanings and aptitudes have become well established. That these tests can be depended upon to give important information up to a certain point can hardly be questioned. That they are entirely reliable and accurate in their findings no well-informed educator or psychologist will claim. Variations in temperament and in the conditions under which the tests are given are so great that it is only occasionally that the ideal condition for giving the tests is approximated. Scientific testing is, however, very valuable, showing the comparative mental age and particular ability of the child. It is with the latter that we are concerned here. Many of the leading school systems of the country have their own specialist whose sole work is to supervise and direct tests given in groups to children in the grades and junior high schools, and to this specialist parents and school principals may send children for individual diagnosis.

### *Prognostic Tests at Bay Path*

The construction of prognostic tests for the determination of special aptitude in shorthand and typewriting particularly has received a certain amount of attention recently and represents a distinct trend in business education. We have been conducting a series of experiments in the Normal Training Department at Bay Path Institute within the last year with the Hoke Prognostic Tests to determine fitness for work in shorthand. During the second semester of the school year of 1928-1929, just before the opening of the second semester, we used these tests on the Senior Normal Training class. There were eighty students in this class. They were just completing their course in shorthand theory and were ready to enter upon their work in dictation. Not a good group on which to try a prognostic test to determine fitness for the work, you say. That is true, but it was our purpose to measure the results of the test from different angles. At the same time we used the test on the Junior Normal Training group, numbering approximately one hundred students who were midway on their shorthand theory work, planning to measure our findings with the progress shown and later with the standings at the end

of the theory course. Early in October we used the test again on the beginning Normal Training group of one hundred who were just starting their shorthand theory work.

It was not our purpose at this time to eliminate prospective shorthand students because of sluggishness or lack of ability as shown by the findings of the Hoke test, but rather to see how progress and promotion in the work squared up with the test findings. We wished to learn how reliable and dependable the tests might prove in an effort to locate the student vocationally. We have not yet completed our study, but we have found a number of students in each of the first and second groups who were outstandingly good students in Stenography but who did not rate particularly well in the test and, conversely, we have found students who made a high test rating who did not live up to this rating in their classwork.

It would seem safer to me, in making recommendations for senior high school commercial work, to base these recommendations on the aptitude shown by the student in the exploratory courses given in junior high school, together with the findings of these prognostic tests. Any student who showed a low grade rating through these exploratory courses and who made a poor record in the prognostic test could with reasonable safety be recommended for other work.

### *Other Experiments*

As yet prognostic tests which are thoroughly reliable have not been constructed. Neither Dr. Hoke nor the editors of the *American Shorthand Teacher*, who have been following the results of the Hoke tests with considerable care, feel that the tests are dependable in their present form, but they do feel that they represent a distinct effort in the right direction. The tests will doubtless be revised and improved from time to time to make them more effective.

Miss Marie E. Marik, of the Haaren Co-operative High School, New York City, recently conducted an extensive classroom study in which she used the Blackstone diagnostic typewriting tests. At the close of this experiment she indicates her findings, but does not say that she feels the results to be conclusive evidence of comparative ability.

## 3. SCIENTIFIC DETERMINATION OF SUBJECT MATTER CONTENT WITH THE PURPOSE OF SECURING GREATER ACCURACY OF MATERIALS AND OF PLACING EMPHASIS ON THE MOST IMPORTANT PHASES OF THE WORK, and

#### 4. A CONSISTENT EFFORT IN THE FIELD OF PUBLICATION TO SUPPLY MATERIALS FOR NEW SPECIALTIES AND TO REVISE TEXTS NOW IN USE TO MEET PRESENT REQUIREMENTS

Since business education is motivated training, it becomes highly necessary, in order to secure as great a degree of facility and accuracy as possible, that the most important material receive first and most frequent attention. We cannot proceed indefinitely by the trial-and-error method. Much time was formerly lost in drilling on material so infrequently used as to be almost valueless. On the other hand, the frequently-used operations did not receive attention in proportion to their importance. Under such a system progress was necessarily slow and errors frequent. In recent years it has become recognized that if these frequently-occurring operations could be found and classified in the order of their frequency, and if textbooks would give proper recognition to the idea, the task of learning would be simplified, better progress made, and greater skill secured.

#### *Vocabulary Building*

Vocabulary building is one of the most basic as well as one of the most important studies in our work. Vocabulary weaknesses—inability to spell, to understand, and to use words intelligently—retard educational progress probably more than any other one difficulty. Studies in word-frequency represent one of the most familiar phases of modern educational research. The investigators in their work have tried to make their analyses as thorough as possible, by including in their studies correspondence of many of the most representative business concerns, and articles and editorials, from current business, literary, and educational magazines. The direct objective of several of these studies was to learn the one thousand most frequently used words, the order of their frequency, and the number of times each occurred in a specified total number of words. Four outstanding studies in this field were those of the Russell Sage Educational Foundation, and those which resulted in what is known as the Horn list, the Ayres list, and the Harvard list.

When these lists were compiled and released much interesting and valuable information was secured, not only for use in spelling and vocabulary building, but as a basis for the entire reorganization of many courses in shorthand and typewriting. Alert instructors began using the material for supplementary practice in shorthand and typewriting classes with very satisfactory results. Publishers of textbooks began to issue supplementary material of which the words and combinations of high frequency formed the basis, and now we are

in the midst of a further tendency toward the issuance of entirely new textbook material in which recognition is given to two highly important ideas: 1. Scientific research in the field of vocabulary building has been most closely followed in the arrangement of the material. 2. Emphasis is placed from the very beginning on skill in execution.

#### *The Anniversary Manual*

The most outstanding example of this new tendency just at this moment is the new Anniversary Edition of the Gregg Shorthand Manual now in use throughout the country. The author in preparing his material frankly accounts for the radical departure from the former arrangement for the reasons given above. The following extracts from the preface of the new book are significant:

Much has been learned in the last few years concerning the basic content of the vocabulary in common use. The scientific data now available have made it possible to arrange the principles and practice content of the Manual so that the efforts of teacher and student may be more economically and profitably directed, and the development of a writing vocabulary rendered more rapid.

One of the first steps in planning the Anniversary Edition, therefore, was an exhaustive analysis of the words contained in the Horn and the Harvard studies of the comparative frequency of words. As one example of what this analysis showed, it was found that the learning of the twenty most common words in our language was spread through seven lessons in the 1916 Manual. In the Anniversary Edition these twenty words are presented in the first chapter. Moreover, the matter presented in this chapter gives the student a writing power that will enable him to write 42 per cent of the running words in ordinary, non-technical matter.

The short words of high frequency are introduced in the order of their frequency, even though this means that in a few instances they are given in advance of the principles that govern their writing.

#### *Research Improving Classroom Results*

In the field of typewriting study, emphasis is not only being placed upon the words of high frequency, but the analysis has gone further. The most frequently used combinations, prefixes, suffixes, doubled letters, etc. are being located and stressed for the purpose of securing greater skill and higher accuracy.

This research plan is being used in an effort to improve many phases of business education, but the work in the field of secretarial training stands out prominently.

These studies have been fully justified in the improved results in classroom work. Records in shorthand have been made in recent years by youthful writers at a speed and accuracy



unheard of a few years ago. The standard of classroom work has been raised to a noticeably higher level and the confidence and assurance of instructors and pupils have increased. In a radio shorthand contest recently conducted by Bay Path Institute, the returns from all over New England, New York, and Pennsylvania were very gratifying, particularly with regard to the accuracy of student work. In the spring of 1910 at the convention of the Central Commercial Teachers' Association held in Des Moines, Iowa, the type-

writing contest for the Brown Trophy, in which students from all classes of schools were entered, was won by a boy who wrote at a net speed of but 44 words a minute with 47 errors. The copy was taken directly from the current number of the *Saturday Evening Post*. Last May at a typewriting contest conducted by the Connecticut Valley Commercial Teachers' Association at Greenfield, Massachusetts, the Pickett Cup was awarded to a young lady who wrote at the rate of 76.5 words a minute with 20 errors.

#### 5. MORE INTEREST IN STATE, SECTIONAL, REGIONAL, AND NATIONAL CONTESTS IN THE SKILL SUBJECTS AND A MORE GENERAL EFFORT TO BRING STUDENT ABILITY UP TO HIGHER LEVELS THROUGH THE MEDIUM OF THESE CONTESTS

The typewriting credentials plan has been in operation about fifteen years. Previous to that time the teacher had no means of measuring the quality of his work with that done by instructors in other schools. These credentials plans as originally used provided a medium by which all instructors in the subject matter became unified in one common purpose. The initial effort was so successful that the plan was rapidly extended and much improved from year to year. Out of this plan grew the local contest idea. State, regional, and sectional contest units sprang up throughout the country and much interest was manifested in these competitions as well as in the national contests conducted each year.

#### *Development of Commercial Contests*

With the introduction and general use of scientific methods of instruction came the feeling that a much higher degree of accuracy was possible. To encourage students and stenographers to work to that end two of the leading typewriter companies offered new machines of their manufacture as prizes for absolutely accurate copy work at certain rates of speed. The effect of all this competition has been interesting. The local and sectional contests provided good starting places for the teacher to try out her students. The thirst for competition and the pride of conquest became general, and the annual contests became red-letter days on the calendar of teacher and

student alike. The monthly credentials tests of the typewriter companies provided the means of measuring progress from time to time and of determining the selection of students for the contests. What to me appears the most important and far-reaching advantage, however, has been the opportunity for each teacher to measure his product with that of every other teacher in the country and to determine by means of the standard material provided the progress which was actually being made.

This plan, so successful in the field of typewriting, was soon extended into the field of shorthand competition. Local shorthand associations began conducting contests at rates of speed intended to interest stenographers and students. Shorthand contests were soon introduced by state units as companion competitions with the typewriting contests. Now shorthand competition has become almost as general as typewriting competition, although it has not yet been so effectively organized and thoroughly unified. Too much credit cannot be given to the Underwood, Remington, Royal, and L. C. Smith Typewriter Companies and to the Gregg Publishing Company for the service rendered in providing standard material for monthly contests and for rendering the necessary service in checking papers and issuing awards. Much credit is also due these companies for the consistent raising of standards in order to secure an increasingly improved quality of work in these competitions.

#### 6. A MARKED INCREASE IN THE ENROLLMENT OF YOUNG WOMEN IN HIGH SCHOOLS AND BUSINESS COLLEGES WITHOUT ANY PERCEPTIBLE INCREASE IN THE ENROLLMENT OF YOUNG MEN, AND A CORRESPONDING INCREASE IN THE ENROLLMENT OF YOUNG MEN IN THE COLLEGIATE BUSINESS TRAINING COURSES

Unquestionably the constantly increasing enrollment in our secondary school commercial courses during the past decade is one of

the outstanding reactions upon our educational systems of the changes in our national, social, and economic life. The great changes

in high school attendance, which began some thirty years ago, have been accompanied by an even greater proportionate expansion in the commercial courses. The enrollment in the high school commercial courses reached in 1923 and 1924 approximately 17 per cent of the total high school enrollment of the country.

### *Enrollment Figures*

Figures from the statistical report of the United States Bureau of Education reveal some of the significant trends in public school commercial education:

1. Our public high schools in a constantly increasing proportion are enlarging the range of their instruction by adding commercial courses.
2. The enrollment in commercial courses is increasing more rapidly than the total enrollment in all courses (167.2 compared with 108.3 per cent).
3. The proportion of pupils enrolled in commercial courses is constantly increasing, totaling, in 1923-1924, almost 17 per cent of the total enrollment.
4. The increasing enrollment of boys in commercial courses is not quite keeping pace with the increasing enrollment of all boys in the high school (109.9 compared with 118.4 per cent and 12.17 compared with 12.66 per cent).
5. The increasing enrollment of girls in commercial courses is by far outstripping any other change in this field (209.7 per cent increase).
6. More than twice as many girls as boys are now enrolled in commercial courses.

The proportion of boys and girls enrolled in the high school commercial courses is practically duplicated in the enrollment of the private business schools of the country. The growth of the private business school, however, has not kept pace with the growth of the commercial high school.

### *Opportunities In Commercial Vocations*

One of the factors influencing so many of our youth to elect a commercial course is the abundant opportunity for employment in commercial vocations. The number of workers engaged in commercial occupations in this country is increasing extremely rapidly. Between 1910 and 1920 there was an increase of over two million workers, or 37 per cent, with a general increase of all workers of 9 per cent. Men in commercial occupations increased about 23 per cent, women 97 per cent.

During the years 1910-1920 women employed in all kinds of trade and clerical work increased over one million. The number employed as recording clerks increased 174 per cent, as stenographers 114 per cent, as bookkeepers 97 per cent. The working life of the average woman in commercial positions is

from five to seven years. This means that an annual replacement of one-sixth of this working force is necessary and that a training program reaching large numbers of workers or prospective workers will be required for replacements alone without considering the added numbers needed for expansion. Thus, to keep recruiting the army of 2,400,000 women workers (the approximate number in 1927) calls for an annual increment of about 400,000 beginners without allowing for the additional number needed for expansion and to fill positions in which women replace men.

The working life of men in commercial positions because of its longer duration is not known with any degree of accuracy. Most men employed in commercial pursuits tend to remain in that kind of work; they spend practically all of their lives in this field. The abundant opportunities for employment and for promotion in a new position cause a large shifting from job to job within the field of commercial occupations. If the average working life of men in commercial pursuits is thirty years, then to keep a working force of from five to six million workers recruited will require an annual replacement of at least 200,000 male beginners when the increase in commercial workers is considered.

### *University-Grade Business Training*

Reference was made earlier in this paper to the attention given by many colleges and universities to courses in business training. The government statistics give some interesting figures in this connection:

The highest percentage of increase in enrollments in the commercial curricula from 1915 to 1924 is in the colleges and universities. During this period these enrollments increased from 9,323 to 47,552, an increase of 410 per cent. The number of schools offering these curricula increased from 58 to 129, an increase of 124 per cent. Since 1918 the number of men in these curricula increased from 14,029 to 40,734, an increase of 190 per cent, and the number of women increased from 2,982 to 6,818, an increase of 128 per cent. Eighty-three per cent of the students enrolled in commercial curricula in 1918 and 85 per cent of those in 1924 were men.

These figures show that the larger proportion of the women workers being trained for their shorter business life, for the most part being prepared for stenographic, bookkeeping, and clerical positions, are securing their education in the high schools and private business schools, while the men training for their expected business life of thirty years are tending more and more to extend their period of preparation into the full-time collegiate business training course.

*(To be concluded next month)*

# "Yours for Less Labor"

*A Novel Plan for the Teacher of Rapid Calculation*

*By B. D. Hakes*

THE following letter, of interest to teachers of business arithmetic, was received from Mr. Bert DeForest Hakes, of the Hakes School of Business, White Plains, New York. The labor-saving plan of teaching addition outlined by Mr. Hakes in this letter is decidedly unique. After struggling a few moments to comprehend it, we realized how simple it really is and also the fact that its simplicity and labor-saving qualities did not in the least detract from its pedagogic usefulness. Mr. Hakes is a veteran teacher of rapid calculation and the author of many other just as interesting and successful short-cuts as this one which he has so kindly passed on to others. His letter follows:

"Knowing of your progressiveness and the many things that you do to assist commercial teachers, it occurs to me that you would be interested in the publication of a plan I have successfully used in the teaching of rapid calculations, particularly as applied to addition.

"The plan in general was evolved with the idea of enabling a teacher to dictate without effort a number of problems in addition and to have the satisfaction of knowing that each member of the class is taking down the work, and that the ones who complete the work are those who are capable of adding accurately.

## *Details of the Plan*

"Explain to the class that all problems under this plan are to be written five figures wide, and are to be twenty figures high; that the writing of the figures should require not more than one minute and the addition the same length of time. The dictation consists of a number made up of two figures, for example, 25. Explain to the class that they are to begin with the first figure (2), writing every digit

in triplicate except the second figure (5) until they have written the twenty rows of figures that are required for the problem.

## *A Sample Problem*

"It will be noted that if the numbers are written correctly the last figure will be one of the next higher order (3) than the one (2) at the start, thus:

22233  
34446  
66777  
88899  
91112  
22333  
44466  
67778  
88999  
11122  
23334  
44666  
77788  
89991  
11222  
33344  
46667  
77888  
99911  
12223

1055199

"There are 81 separate problems and innumerable combinations possible.

"Should it be desired to assign work for 10 minutes, 5 problems may be dictated simply by giving the numbers 45-46-47-48-49, by which the class understands that each problem is to begin with the figure 4—out of the first problem omit 5—the next 6, and so on. The total result of all five problems is 5064209, which may be written on the board. This result is easily obtained by the teacher from the answer key given below.

## *Mr. Hakes' Answer Key*

	1	2	3	4	5	6	7	8	9
0	1064176	1087298	1109529	1140742	1153064	1175187	1098409	1119641	1051854
1	1220865	1177309	1144087	1220873	1185309	1220953	1265309	1221753	1265309
2	1187532			1198541	1153086	1197631	1243076	1188531	1242976
3	1165199	1110754		1165319	1130754	1165408	1219754	1166298	1209754
4	1131977	1088421	1131986		1097532	1143076	1187531	1142976	1187521
5	1109744	1055199	1109653	1064199		1109854	1165199	1110753	1164199
6	1086422	1032966	1076431	1041866	1076521		1131977	1088421	1131976
7	1054199	1009644	1054198	1008644	1054188	1098644		1055199	1109644
8	1031867	977421	1030876	986411	1020966	1076311	1021866		1076422
9	998645	955089	998653	963089	998733	1043089	999533	1043089	

Illustration: If 25 is the number chosen, the answer is 1055199; if 45 is chosen the answer is 1064199.

"It is interesting to note that but few can procure without practice the result of one of these problems under five minutes, while with practice the student who concentrates can readily attain the speed of two minutes.

"This plan is original and those teachers to

whom it has been submitted are enthusiastic about it, as they find it a great relief from dictating long columns of figures, after which to be told 'You read 'em too fast' or 'I missed one'—it is fool-proof and an alibi killer.

"Yours for less labor," B. D. HAKES.



## *The National Association of Commercial-Teacher Training Institutions*

*A Message About the Association and Its Coming Meeting*

*By the Secretary, Miss Ann Brewington*

**Y**OU are cordially invited to attend the annual meeting of The National Association of Commercial-Teacher Training Institutions, which is to be held at New York University, February 28, immediately following the Department of Superintendence convention of the N. E. A. at Atlantic City (February 23-27).

### *Program to Feature Curriculum Making*

One of the most important needs of commercial-teacher training is a study of curriculum making. The program for the meeting this month is a continuation of the curriculum study that was begun last year by Lomax and Tonne.

### *The Morning Meeting*

The morning session will be devoted to a discussion of what technical subjects in the field of commerce should be required in commercial-teacher training curricula. In the State Teachers' Colleges and State Normal Schools Section, the discussion will be led by representatives of the Teachers' Colleges at Muncie, Indiana; Albany, New York; Springfield, Missouri; Greeley, Colorado; Fredericksburg, Virginia; Trenton, New Jersey; and Kalamazoo, Michigan. In the Universities Section, the discussion will be led by representatives of the Universities of Chicago, New York, Boston, Wisconsin, Michigan, Pittsburgh, and Minnesota.

### *The Afternoon Meeting*

The afternoon session will be devoted to a discussion of (a) what specialized subjects in the field of commercial education should be required in commercial-teacher training cur-

ricula, and (b) what technical subjects in the field of commerce should be permitted and what specialized subjects in the field of commercial education should be required for the master's and doctor's degree.

Representatives from the following institutions will participate in the discussion of the first subject (a): Whitewater, Wisconsin; Indiana, Pennsylvania; Cedar Rapids, Iowa; Denton, Texas; Corvallis, Oregon; Pittsburgh, Kansas; San Jose, California; Salem, Massachusetts; and the Universities of Iowa, Indiana, Pennsylvania, Vermont, New Jersey, Southern California, Syracuse University, and Temple University.

Representatives from the following universities will participate in the discussion of the second subject (b): Iowa, Columbia, Harvard, Johns Hopkins, California, Chicago, and New York.

The study of curriculum making initiated last year will be further advanced during the ensuing year by a special committee under L. A. Rice, Assistant in Secondary Education, State Department of Public Instruction, Trenton, New Jersey.

### *Purpose of the Association*

The National Association of Commercial-Teacher Training Institutions is an organization having as its four-fold purpose (1) the improvement of programs for training teachers of commercial subjects, (2) elevation of standards for the certification of teachers of commercial subjects, (3) promotion of research in commercial education, and (4) development of proper recognition among schoolmen.

An organization of this kind, which is devoted to the establishment and maintenance of the highest ideals and practice in the field of

(Continued on page 228)



# CONVENTIONS

## *Digest of the Fall Meetings*

**I**N our January issue an error was made in the Florida report, which we are very glad to be able to correct here. The name of the Chairman for 1930 of the Florida Education Association should be changed to

read Miss Beulah Dalton, Landon High School, Jacksonville. Won't you all correct the report (page 165) in your copies so as to have the proper information for reference. The data this month completes our digest.

### *California*

CALIFORNIA TEACHERS' ASSOCIATION, BAY SECTION, Commercial Section, Oakland, December 17.

#### Speakers:

*E. V. Krick*, Vice-President and Cashier, Head Office, American Trust Company, San Francisco, WHAT BUSINESS ASKS OF THE SCHOOL; *Dr. Elmer H. Staffelbach*, Professor of Commerce, San Jose State Teachers College, MAKING HIGH SCHOOL COMMERCIAL EDUCATION EFFECTIVE; *Dr. Ira W. Kibby*, Chief, Bureau of Business Education, Sacramento, SOME OF OUR PROBLEMS IN BUSINESS EDUCATION.

#### New Officers:

CHAIRMAN, *Henry I. Chaim*, High School of Commerce, San Francisco  
VICE-CHAIRMAN, *Guy George*, Burlingame High School, Burlingame  
SECRETARY-TREASURER, *Miss Edith Hunt*, Roosevelt High School, Oakland

CALIFORNIA BUSINESS EDUCATORS' ASSOCIATION, Long Beach, December 27, President, *J. R. Humphreys*, College of Commerce, Stockton.

#### Speakers:

*Mrs. Frances E. Raymond*, Gregg Publishing Company, San Francisco, THINKING FOR DISCOVERY; general discussion of SCHOOL POLICIES; sectional meetings of the various departments—STENOGRAPHY AND TYPEWRITING, *J. Hooper*, Sawyer School of Commerce, Los Angeles, Chairman; BOOKKEEPING AND ACCOUNTING, *J. J. Schumacher*, Southwestern University, Los Angeles, Chairman; ENGLISH AND COMMERCIAL LAW, *Mrs. M. R. Roberts*, Mackay's College, Los Angeles, Chairman; STENOTYPE, *Mrs. Maud Genochio*, College of Commerce, Stockton; BUSINESS ADMINISTRATION AND DEGREE COURSES, *R. J. Whitten*, Woodbury College, Los Angeles, Chairman; *M. H. Wright*, Chicago, banquet address.

#### New Officers:

PRESIDENT, *F. Darwin Smith*, Long Beach  
FIRST VICE-PRESIDENT, *J. J. Schumacher*, Southwestern University, Los Angeles  
SECOND VICE-PRESIDENT, *Mrs. Blanche Edgar*, Sacramento  
THIRD VICE-PRESIDENT, *Mrs. Josephine Traut*, San Francisco  
SECRETARY-TREASURER, *R. C. Anderson*, San Jose

### *Louisiana*

AMERICAN VOCATIONAL ASSOCIATION, Fourth Annual Convention, New Orleans, December 5-7.

Topic for First Day: STATE AND CITY SUPERVISION OF COMMERCIAL EDUCATION—Chairman, *J. O. Malott*, Specialist in Commercial Education, Bureau of Education, Washington, D. C.

#### Speakers:

*C. C. Crawford*, State Teachers College, Maryville, Missouri, REPORT ON A STUDY OF THE SUPERVISION OF COMMERCIAL EDUCATION IN THE UNITED STATES; *Dr. Charles A. Prosser*, Dunwoody Institute, Minneapolis, Minnesota, FEDERAL AID FOR THE SUPERVISION OF COMMERCIAL EDUCATION IN THE PROGRAM OF ADULT EDUCATION OF THE AMERICAN VOCATIONAL ASSOCIATION; FINAL REPORT ON THE NEED FOR SUPERVISION OF COMMERCIAL EDUCATION (and discussion).

Topic for Second Day: TRAINING FOR LEADERSHIP IN COMMERCIAL EDUCATION—Chairman, *Miss Regina Groves*, Vocational School, Madison, Wisconsin.

#### Speakers:

*J. A. Fortier*, President, Morris Bank, New Orleans, Louisiana; *Miss Ray Abrams*, Samuel Peters Boys' High School of Commerce, New Orleans, TRAINING FOR LEADERSHIP IN THE PUBLIC SCHOOLS; *E. W. Barnhart*, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., opened conference on the REPORT OF THE SPECIAL COMMITTEE ON TRAINING FOR LEADERSHIP IN COMMERCIAL EDUCATION; *A. E. Bullock*, Supervisor of Commercial Education, Los Angeles, California, led discussion of the conference report.

Topic for Third Day: NEW DEVELOPMENTS IN THE PUBLIC SCHOOL COMMERCIAL COURSES—Chairman, *E. W. Barnhart*.

#### Speakers:

*Alfred Dansiger*, President of the New Orleans Association of Commerce; *Arthur T. Schott*, Samuel Peters Boys' High School of Commerce, New Orleans, ORGANIZED TRAIT TRAINING; *N. S. Hundson*, State Supervisor of Trade and Industrial Education, Austin, Texas, THE NEW PROGRAM

FOR PART-TIME CLASSES FOR OFFICE AND STORE WORKERS IN TEXAS; *Laura Murray*, Extension Division, University of Texas, CLASSES FOR LAUNDRY DRIVERS; *Octavine Cooper*, Colorado, Texas, COMMERCIAL PART-TIME CLASSES.

### Oregon

OREGON STATE TEACHERS' ASSOCIATION, Department of Commerce, Portland, December 27, 28.

#### Speakers:

*Elizabeth S. Adams*, Gregg Publishing Company, San Francisco, THE SHORTHAND COURSE: OBJECTIVES, PRESENT-DAY TRENDS IN TEACHING AND TESTING, USE OF AWARDS; *O. K. Burrell*, Assistant Professor of Business Administration, University of Oregon, Eugene, APTITUDE TESTS FOR BUSINESS ADMINISTRATION AS DEVELOPED AT THE UNIVERSITY OF OREGON; *U. G. Dubach*, Dean of Men, Oregon State College, Corvallis, THE STUDENT HIMSELF: THE MENTALLY LAZY, THE MENTALLY DEFICIENT, THE SUPERIOR, ETC.; *E. C. Sammons*, Member State Board of Higher Education, Salem, THE COMMERCIAL TEACHER AND CHARACTER EDUCATION.

#### New Officers:

CHAIRMAN, *F. N. Haroun*, High School of Commerce, Portland  
SECRETARY, *Miss Olga Samuelson*, Estacada High School, Estacada

### Pennsylvania

PENNSYLVANIA STATE EDUCATION ASSOCIATION, Commercial Section, New Castle, Pennsylvania, December 23-27.

#### Speakers:

*Mable Monroe*, Head of Commercial Department, High School, Punxsutawney, TRAINING PUPILS FOR CONTESTS; *Elizabeth Hoover*, Commercial Teacher, Latrobe High School, Latrobe, POSITIONS FOUND BY GRADUATES AND DROP-OUTS OF COMMERCIAL DEPARTMENT; *Harry D. Book*, High School, New Castle, ADJUSTING THE HIGH SCHOOL COMMERCIAL CURRICULUM TO THE NEEDS OF THE COMMUNITY; *E. G. Miller*, Director Commercial Education, Pittsburgh, CONTRIBUTION OF THE CLASSROOM TEACHER IN CURRICULUM BUILDING.

#### New Officers:

PRESIDENT, *Louis Korona*, Head of Commercial Department, New Kensington  
VICE-PRESIDENT, *Harry D. Book*, Head of Commercial Department, New Castle  
SECRETARY, *Miss Loila Kilchenstein*, Commercial Teacher, Grove City College, Grove City

Next Meeting: Williamsport, Pennsylvania, December 26, 27, 1930.

### Rhode Island

RHODE ISLAND STATE TEACHERS' ASSOCIATION, Providence, October 24-26.

#### New Officers:

PRESIDENT, *Charles F. Towne*  
VICE-PRESIDENTS, *John M. Hawkins*, *Maisie E. Quinn*, *Roland H. Chatterton*, *Lucius A. Whipple*, *Errol K. Wilcox*  
SECRETARY, *Clarence W. Bosworth*  
ASSISTANT SECRETARY, *Emma L. M. Causfield*  
TREASURER, *William O. Holden*  
ASSISTANT TREASURERS, *Frederick H. Read* and *Charles C. Mackay*

### South Carolina

SOUTH CAROLINA EDUCATION ASSOCIATION, Department of Commercial Teachers, Charleston, November 7, 8.

#### Speakers:

*Mrs. S. F. Evatte*, Draughon's Business College, Greenville; *Ruth O. McLaurin*, Girls' High School, Sumter; *C. B. Sutton*, Draughon's Business College, Columbia; *J. H. Hope*, State Superintendent of Education; *Dr. S. J. Derrick*, President, Newberry College, Newberry.

#### New Officers:

PRESIDENT, *Mrs. W. W. Madden*, High School, Honea Path  
VICE-PRESIDENT, *C. B. Sutton*, Draughon's Business College, Columbia  
SECRETARY, *Miss Flora Elliott*, Langley-Beth High School, Langley

### South Dakota

SOUTH DAKOTA EDUCATION ASSOCIATION, Commercial Section. Chairman: *W. H. Zimmerman*, Brookings.

#### Speakers:

*Mrs. Eva McDonald*, Highmore, A CLOSER RELATION BETWEEN ADVANCED SHORTHAND AND TYPE-WRITING; *Carol Hansen*, Madison, THE STANDARDIZATION OF ACHIEVEMENT IN COMMERCIAL SUBJECTS; *Perry Singer*, Gregg Publishing Company, Chicago, THE NEW METHOD OF USING THE THREE RED BOOKS; *Etha Burnham*, Aberdeen, REPORT OF THE 1929 STATE COMMERCIAL CONTEST.

#### New Officers:

PRESIDENT, *W. H. Zimmerman*, Brookings High School, Brookings  
VICE-PRESIDENT, *Miss Carol Hansen*, Madison  
SECRETARY-TREASURER, *Miss Dorothy Travis*, Pierre

Next Meeting—Sioux Falls

### Vermont

VERMONT STATE TEACHERS' ASSOCIATION, Burlington, October 10-12.

#### New Officers:

PRESIDENT, *W. H. Carter*, Vergennes  
VICE-PRESIDENT, *Florence Wellman*, Brattleboro  
SECRETARY, *Marion C. Parkhurst*, 323 Pearl Street, Burlington  
TREASURER, *Martin E. Daniels*, Lyndonville

### Virginia

VIRGINIA EDUCATION ASSOCIATION, Commercial Teachers' Section, Richmond, November, 1929. Chairman: *Miss Jennie Daughtrey*, Matthew Fontaine Maury High School, Norfolk.

#### Speakers:

*Mrs. Edith B. Joynes*, Norfolk, THE GENEVA CONFERENCE; *Dr. Robert O. D. Small*, of Massachusetts, and *W. C. Locker*, Richmond, COMMERCIAL EDUCATION OF TOMORROW; *Dr. J. H. Dodd*, State College, Fredericksburg, WHAT THE UNITED STATES IS DOING TODAY TO PROMOTE COMMERCIAL EDUCATION; *Alice Wakefield*, State College, Fredericksburg, DIRECT METHOD OF TEACHING SHORTHAND.

#### New Officers:

PRESIDENT, *E. F. Burmahin*, E. C. Glass High School, Lynchburg  
VICE-PRESIDENT, *Miss Williette Myers*, Manassas High School, Manassas

(Continued on page 226)

# Annual Convention of the National Commercial Teachers' Federation

*Stevens Hotel, Chicago, Illinois*

*December 26-28, 1929*

## *Federation Officers for 1930*

PRESIDENT: Paul Moser, Moser School, Chicago, Illinois

FIRST VICE-PRESIDENT: C. W. Edmondson, Edmondson School of Business, Chattanooga, Tennessee

SECOND VICE-PRESIDENT: Jane Clem, State Teachers' College, Whitewater, Wisconsin

SECRETARY: C. M. Yoder, Director Commercial Education, State Teachers' College, Whitewater, Wisconsin

TREASURER: Charles A. Faust, 1024 North Roley Street, Chicago, Illinois

## *Executive Committee*

PRESIDENT, 1930, Paul Moser, Moser School, Chicago, Illinois

PRESIDENT, 1929, J. L. Holtsclaw, Supervising Principal, Commercial Education, Detroit, Michigan

REPRESENTING PRIVATE SCHOOLS DEPARTMENT, H. M. Owen, Brown's Business College, Decatur, Illinois

REPRESENTING PUBLIC SCHOOLS DEPARTMENT, Ivan E. Chapman, Western High School, Detroit, Michigan

*Place of Next Meeting: Des Moines, Iowa*

THE Thirty-second Annual Convention of the National Commercial Teachers' Federation held in the Stevens Hotel, Chicago, Illinois, December 26, 27, and 28, 1929, was the best yet. Mr. J. L. Holtsclaw, the president, his very able associates, and the local Committee of Arrangements, under the chairmanship of Mr. Henry J. Holm, deserve the heartiest congratulations from all those who had the good fortune to enjoy the excellent program provided. Mr. Holtsclaw particularly earned the gratitude of all present by his ability to maintain the announced schedule of the Convention, which was run off with a remarkable degree of punctuality.

### *Friday's General Meeting*

In spite of the good time everyone had at the dance and reception Thursday night, the Friday morning meeting began promptly at 9:30. After a few rousing songs to be sure everyone was thoroughly awake and to give the few late-comers an opportunity to be seated, Mr. William J. Bogan, superintendent of the Chicago Public Schools, welcomed the Federation to Chicago.

Mr. Bogan stressed particularly the development of commercial education and spoke of some of the less obvious benefits of commercial education. He instanced the value to the public school system of the business methods which came into public school education with the advent of commercial education. He answered the criticism that commercial education does not have the character-building value of the classical type of education by saying that the first step in character building is to make

the individual self-supporting. Obviously, no type of education is more helpful in achieving this end than commercial education.

Mr. R. E. Pattison Kline, president of the Executives' Club of Chicago, said that the true measure of America is to be found not in its size and wealth, not in its power, not in its political influence, but rather in its idealism.

### *Mr. Gregg Addresses Luncheon Gathering*

At the Friday luncheon, Mr. Gregg told the members of the Federation some of the interesting occurrences at the International Congress on Commercial Education at Amsterdam in September. He prefaced his remarks by pointing out that the United States Government has recognized officially very few of the international conferences and congresses which have taken place so frequently since the war, and that recognition by the United States Government of this Congress was a remarkable tribute to the value and importance of commercial education in the United States.

### *The Business Meeting*

After the election of officers at the business meeting, Mr. Harry C. Spillman spoke in his usual brilliant way. His theme was that even in a democracy there must be an aristocracy—an aristocracy of service. It would be most unfair to Mr. Spillman's abilities as an orator to attempt to digest in a few sentences what he expounded so eloquently. We shall not try to.

In addition to the officers listed above who were chosen at the general meeting to guide the destinies of the Federation for



*Mr. Gregg was "shot" by the Chicago "News-Journal" photographer at the N. C. T. F. Convention, as he talked with Miss Dorothy Yoder, Miss Venetti Hullett, and Miss Dorothy Hopkins.*

1930, the Departments and Round Tables selected the following chairmen to take charge of their activities for the present year:

For the Public Schools Department, *P. O. Selby*, of the State Teachers' College at Kirksville, Missouri; Private Schools Department, *J. H. Kutscher*, Principal of the Oberlin School of Commerce, Oberlin, Ohio; Shorthand and Typewriting Round Table, *W. C. Maxwell*, Champaign High School, Champaign, Illinois; Business Round Table, *Loyal Minier*, Jefferson High School, Lafayette, Indiana; College Instructors' Round Table, *M. E. Studebaker*, Ball State Teachers' College, Muncie, Indiana; Penmanship Round Table, *René Guillard*, Evanston High School, Evanston, Illinois.

#### *Federation Banquet*

The annual banquet and dance as usual drew practically a full attendance, the few absentees being those unfortunate enough to have to catch early evening trains. The 100 per cent

Certificates were awarded to those schools having earned them, and the Local Committee provided some excellent entertainers. Then the tables were cleared away and the banquet ended with an enjoyable dance and informal get-together.

#### *New Membership Goal*

A year ago a new goal for membership was set at 1,000 members. The realization of this goal should be a source of great satisfaction to the officers. The total membership is now 1,012. The goal for next year is set at 1,200 members, and we take this opportunity to wish the incoming officers every success in their attempt to break all records for the size of the membership.

Those interested in a full account of the Department meetings as well as a summary of the papers given at the Round Tables will find this helpful material in the detailed account of the Convention beginning in our March issue.



# Improvements Made Possible by the New Anniversary Edition of the Gregg Shorthand Manual

*A Paper Read before the Shorthand Round Table of the National Commercial Teachers' Federation, Chicago, December 29, 1929*

*By Eleanor Skimin*

*Northern High School, Detroit, Michigan*

THE title of this paper suggests that the advent of the new Gregg Shorthand Manual, the Anniversary Edition, marks the beginning of a new era in the teaching of shorthand. It is a little early to make definite statements as to the improvements that will be made in our teaching with this new book, but I have had an opportunity to take a group of students through this text and I shall attempt to tell you of the results that were attained with this group.

Naturally, I was very much interested in whether or not there would be any marked differences in the abilities that could be developed with the new Manual over those that were possible with the old edition. I found this general improvement at a very early place in the course: almost every member of the group was able to write at a rate of forty to fifty words a minute in very legible shorthand from dictation consisting of real thought-provoking material and to read what he had written at a surprisingly rapid rate. In my opinion this is of special significance to the shorthand teacher when we consider that, in the last analysis, the ability to write at a rapid rate and to transcribe accurately what has been written are the criteria by which we judge stenographic work.

## *Practical Work Possible from Beginning*

One of the best educational theories emphasizes that the best way to learn a thing is to learn it in exactly the form that will be used later. Applying this theory to shorthand, it should be learned from the beginning, not merely as isolated words, phrases, and word-signs, but these words, phrases, and word-signs should be used in simple connected matter.

The new Manual makes it possible to give the student a working command of the theory in the very beginning: *First*, by presenting those words that have been found to be most frequent in business, thus making it possible to build an automatic vocabulary made up of these frequent words beginning with the very

first lesson; *second*, by introducing sentences in the first chapter and by picturing the forms in a more practical style of shorthand writing than we were accustomed to in the old edition; *third*, by presenting the principles in the order of their use, building up an all-important vocabulary of words within the first three thousand most common words of our language.

## *How the New Edition Helps Attain My Objectives*

I can best relate the specific improvements that I found in the new Manual by listing the objectives that I set up as minimum accomplishments for the course, and how I was able to work them out with this new book.

### *First Objective*

#### *A working vocabulary of common words.*

A most reliable vocabulary from which to select words for a shorthand vocabulary, based upon their frequency of occurrence, is that of Dr. Ernest Horn—"A Basic Writing Vocabulary." Researches in the frequency of occurrence of words have shown that approximately a thousand words constitute 85 per cent of the words used by the average person, and I am especially desirous that my students master this simplified vocabulary just as early as possible in the course.

There is a group of these common words presented as brief forms in Unit Two of the new Manual. They are given in advance of the principle involved in the writing of them, but I found that my students acquired them with little or no difficulty. No mention was made of the rules governing the writing of these forms. We took advantage here of the picture method of teaching children to read—build as many eye-pictures of the outlines as are possible and assist the pupil to develop the associations that will enable him to write the correct outline instantaneously.

An incidental advantage which I did not fully appreciate until a later stage of the work was the fact that when the student had learned

the brief forms for *of* and *you*, he had less trouble with the *o*- and *oo*-hooks. These forms were firmly impressed upon his mind by practice on the forms for *of* and *you*. This, of course, applies also to the *nd*-blend used for *and* and to the forms for *s* given in *is* and *was*. All through the various units many little things are introduced in the actual writing in an almost incidental way instead of being presented as "rules." Given in this way they are more attractive to the student and more readily learned and applied.

I made a special point of developing from the very beginning a high reading rate on the brief forms, frequent words, and frequent phrase combinations. We were delighted to find the charts on the covers of the Manual, and by putting a time limit on the reading of them we found that we had increased our ability instantly to recognize the form and to respond instantly to the writing of the word or phrase when heard in dictation. I think that it is equally important to stress immediate response in both reading and writing of frequent phrase combinations, and so I am grateful that phrasing has been given an important place in the beginning chapters of the new Manual. I was able to build this all-essential vocabulary very much sooner than ever before.

### *Second Objective*

*The habit of writing clear, properly-formed shorthand outlines.*

It is well to remember that an ability to write both rapidly and accurately is attained through training in two directions—just as the student must get the eye-pattern of the shorthand word, so must he get the motion-pattern or "feel." I have always found that I can produce better shorthand writers if I make it a definite part of each day's classwork to write on the board with my class as I dictate to them. A student can best write an outline after he has seen it written. We must keep in mind that writing shorthand outlines consists of a relatively small number of characters and combinations repeated time after time. A serious flaw in an outline will be repeated every time you deal with that particular combination. I have found it most desirable to teach a technique of writing that will assist in developing real skill in execution. This technique gives the pupil an understanding, combined with the muscular "feel" that makes his practice work more intelligent and resultful.

This can be done from the very beginning with the new Manual, because with the early presentation of frequent words and phrases we have much more to draw upon in forming our dictation drills than we had heretofore. It is indeed an inspiration to the student to find that he can write shorthand accurately,

rapidly, and rhythmically from the beginning. Again we have placed the emphasis upon doing the thing just as it will be done later. We put to work in real dictation this automatic vocabulary and continue to build an ability that will enable us to maintain a writing rate of approximately fifty to sixty words a minute and a reading rate of from eighty to one hundred words a minute, and we can do this beginning with Chapter One of the new Manual. Of course, these rates will depend upon the group. Provision must always be made for individual differences.

I used additional material of a similar nature to that given in the new Manual for dictation drills and increased the reading and writing rates as the course progressed. For instance, when my class had completed Chapter Four, nearly all of them could write from dictation, at the rate of sixty words a minute, material that was within the bounds of what they had learned, and we added ten words to this at the completion of Chapter Nine. We found, however, that we were slowed up in our writing when we encountered the later chapters, but after we had set up automatic responses for the analogical beginnings and endings of words, we were again able to maintain our previously acquired rate of reading and writing. I find that as the class progresses and the required speed is increased, the desire to attain this new goal becomes directly a part of each pupil's purpose. He is therefore made conscious of his progress in shorthand based upon his ability to get dictation at increasing rates. It will not be surprising to hear that many classes after the completion of the thirty-six units of this new Manual have developed abilities that will function at surprisingly high rates of speed.

### *Third Objective*

*Ability to read shorthand notes rapidly.*

I consider oral reading a very important part of my shorthand instruction, because it is the building of accurate eye-pictures of shorthand forms that assists the pupil to write correct shorthand outlines.

One of the first considerations that presents itself in the teaching of shorthand is what method of approach we shall use. After we have established an appreciation on the part of the pupil that shorthand is written by sound, and after the basic vowel and consonant sounds have been established, we are ready to begin reading or writing. I usually give a demonstration of actual shorthand writing the first day to instill the enthusiasm and inspiration that is so necessary.

Both the reading and writing approach are equally advocated today. The new Manual is delightful in its arrangement of consonant and vowel groups with the words that each

form expresses and directly following a list of sentences made up of these simple words that makes it possible to use either approach equally well. I followed the procedure of reading for the first recitation. The enthusiasm is at high pitch at this place. Then, after my pupils had eye-pictures of the forms in this first lesson, we proceeded to the writing, thereby putting into real form in our very first day's class what knowledge of these words they had acquired.

All through the course I put much emphasis upon fast reading of the student's own notes and of the reading practice pages that are so abundant in the new Manual. Oral reading is invaluable because it contributes directly to transcription. A most encouraging sign in present-day shorthand teaching is the emphasis that is being put on the transcript, and I firmly believe that directed training in reading will contribute materially toward this end. An effective way to keep oral reading "snappy" is to require the pupil to read against time. I suggest to him that in his preparation he carry out this same plan, giving attention, however, to the thought content of what is being read. Reading shorthand should be used as an effective means in developing an ability that will contribute definitely to increased skill in transcribing. I place as much emphasis upon the reading of common words as upon the writing of them, and, as I have previously mentioned, the charts in the new Manual were found to be very useful for this purpose.

#### Fourth Objective

##### *Knowledge of principles of the system.*

A knowledge of the principles of the system is important in so far as it can be applied in the writing of words. It is a very important means to an end. The very logical arrangement of principles in the new Manual becomes at once a most important factor when we find that it fits so well into our teaching plans.

The unit plan of presenting the principles lends itself admirably to what we have decided is important—words and word-building principles are given in the order of their usefulness. In each unit we have a complete cycle of shorthand accomplishment:

1. The particular theory presented
2. Its application in the writing of frequent words
3. A group of phrases
4. A group of brief forms
5. Reading and writing practice exercises that make it possible to put the forms thus acquired to work in real dictation.

One of the greatest improvements in the new Manual is the simplicity of presenting the rules. The rule for *s* is simplicity itself, and needs no long analytical discussion of its use—you merely write it in the natural way.

Both right- and left-*s* are presented in Chapter Two, along with *p*, *b*, *f*, and *v*. This is particularly desirable, because it is so much easier to learn to write these forms along with *p*, *b*, *f*, and *v*. Also, it is very logical that in this same chapter we should become acquainted with the double-*s* sound—the *ses*-blend.

In Chapter One, we learn to write *n* and *m*, *t* and *d*, and isn't it sensible that we should combine *n* and *m*, and learn about the *men*-blend and likewise the *ted*-blend in this same chapter? Thus we learn the simple blends in their logical places, and there is not the danger of confusion that so often existed when we taught all of the blends at one time.

It is, too, a decided advantage to have the attention of the student directed, at the very outset, to the need of precision in observing proportion in characters of three lengths. This can be done in the first chapter, in the case of *n*, *m*, and *men* and with *t*, *d*, and *ted* and also in the second chapter, in the case of *p*, *b*, *s*, and *f*, *v*, *s*.

We learn one part of the reversing principle at a time, too—the rule for using the left-motion circle before, after, and between straight lines to express *r* (Unit 8), and we have time really to master this part of the principle before taking up the rest of it. In other words, this elementary idea of reversing the circle to express *r* is immediately put to work in our daily writing and reading, and when we come to Unit 20, it is very much easier for us to incorporate the application of the other rules for the remaining combinations that come under this principle.

The expanse of material given between the hook vowels allows us to digest the application of the *o*-hook before we take up the *oo*-hook. This auxiliary work supplies the need between the learning of these two hooks.

I want to mention also the separation that has been made in the presentation of the *end*, *ent*, *emt*, and *emd* blends, which I have called left-motion blends, and the *ten*, *den*, *tem*, *dem*, right-motion blends. Here, too, I have found that this procedure makes for more accurate shorthand writing—there is not the possibility of the students' confusing the two groups as they did when attempting to learn all of the blends at one time.

#### *Rounding Out the Vocabulary*

At the completion of the first nine chapters in the new Gregg Shorthand Manual we have covered all of the essential principles of the system and have had an opportunity to develop all of the word-building principles. We have been given the shorthand forms for the common words, the most common phrases, and the frequently occurring prefixes and suffixes. We have at our command approximately

ninety-five per cent of the running words of ordinary business matter that is not technical. However, it is that remaining five per cent that can make trouble, so it behooves the teacher of shorthand to be concerned with building a large vocabulary.

The point to remember constantly is that a knowledge of words and the technical knowledge of shorthand are not separable subjects—the pupil may learn words without shorthand, but he cannot learn shorthand without words. Let us turn out not writers of shorthand but shorthand writers. I insist on a sharp distinction between the two—the one involves merely an automatic machine, the other means an intelligent, useful person with the qualities that admit of progress.

The learning of prefix and suffix forms is a much simpler task than it was with the old Manual. A few frequent prefix and suffix forms are introduced as early as Unit 5; others are scattered throughout the book.

A more definite plan of classifying words written according to the Abbreviating Principle, and an earlier presentation of it, allows its application to grow into the pupil's consciousness, and he is able to make a more natural use of it.

### *Testing for Corrective Drill*

I have found it advisable to give carefully constructed tests at the completion of each unit, the results of which are used as guides in corrective teaching. I am much less interested in the test score than I am in the analysis of the errors made. I have kept the following things in mind in organizing my tests—ability to apply principles of the system—writing ability—reading and transcribing ability—penmanship.

It is my opinion that it might be better not

to record such test grades and to let the pupils know they are not recorded. It is so difficult for the pupil to separate the word *test* from the idea of *grade*! There is no use to grade until you come to the end of a stated interval in the course or until you have taught the pupil all you think you can teach him. His progress must be based upon his ability to get dictation rather than upon grades he has made in tests.

So I am stressing from the very beginning all of the fundamental things that I am so much concerned about at the completion of the various shorthand courses.

### *New Manual Immeasurably Aids Both Teacher and Learner*

We know, too, that in order to develop real ability in shorthand, supplementary dictation must be given. The new Manual gives us a nucleus around which we may build, and it remains for the teacher to carry out whatever program he has decided is best for his particular group of students.

In closing, let me say that I found the new Gregg Manual has assisted me immeasurably in attaining the objectives I have set for my shorthand teaching. It is a real contribution to the science and art of teaching shorthand, and it challenges each and every teacher to do his best to accomplish those results of which the book is so capable. It is my firm belief that progress in the methods of teaching shorthand is just beginning and that the new Gregg Shorthand Manual paves the way for every teacher to reach out for better ways of teaching.

This Anniversary Edition of Gregg Shorthand marks the fortieth birthday of the system. Its appearance surely is a noteworthy event in the history of shorthand.



## *Penmanship Research Is Under Way*

**T**HIS year under the direction of Mr. John G. Kirk, director of Commercial Education, Philadelphia, the National Association of Penmanship Teachers and Supervisors has several committees at work solving many classroom problems. We are indebted to President Kirk for the list of these committees and the names of the chairmen, which we print below:

*Teacher Training.* Chairman: Miss Pearle I. Mallory, Winona State Teachers' College, Winona, Minnesota.

*Ways and Means for the Transfer of Knowledge and Skills of the Handwriting Lesson to the Other Written Work of the Day.* Chairman: Miss Mary Beacom, State Teachers' College, Duluth, Minnesota.

*The Possibilities of Character Development Through the Teaching of Penmanship.* Chairman: Miss Hazel E. Smeed, Supervisor of Handwriting, Scranton, Pennsylvania.

*A Study of Handwriting in Classes of Superior, Subnormal, and Physically-handicapped Pupils.* Chairman: Mrs. M. M. Boling, Wilson Normal School, Washington, D. C.

*Left-handedness.* Chairman: Mr. J. O. Peterson, Supervisor of Handwriting, Tacoma, Washington.

*When and What Children First Desire to Write.* Chairman: Mr. Harry Houston, Supervisor of Penmanship, New Haven, Connecticut.

*The Essential Principles of Curriculum Construction That Would be Related to or Affect the Subject of Penmanship.* Chairman: Miss Josephine McCarthy, State Normal School, Fitchburg, Massachusetts.

(Continued on page 226)



# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *Corrective Drills in Typing*

WITH the thought that is now given to improvement in methods of teaching typewriting, it is evident that enthusiasm for a new discovery may influence some of us to put too much emphasis on what may not be a "discovery" after all.

Falling easily into this class is the "corrective drill" or "remedial drill," about which we hear a great deal at present. The "corrective drill" in many instances is set up as an important objective rather than as an incidental factor in learning. Error charts and graphs and analyses for this purpose have sprung up in great abundance. So much stress is placed upon it that the student gets the idea that no matter how badly he does the job in the first place, the "corrective drill" will solve all of his difficulties.

Why, it may be asked, is there need for "corrective drills"? Does not the very term suggest that the student has been allowed to learn a wrong way of performing some part of his work in typing and that he must be given a "remedy" to cure the evil? In any properly organized course for developing typing skill, the need for corrective drill may be almost wholly eliminated so far as this large percentage of students is concerned. If correct methods and drills are used and correct techniques established to start with, going back over the ground with corrective measures should be quite unnecessary. Correct writing habits are established during the first few weeks of typewriting practice or they will rarely ever be established. It is much easier to "prevent" than to "cure." We do not mean to infer that there will be any such thing as the "perfect" typist or the "perfect copy." Even our most brilliant experts, after years of training, make errors, as is shown by the error column in the results of any typing contest. Any activity into which the human equation enters can never be mathematical. Even Einstein made a mathematical error in one of his calculations, but it is important to note that the "error" pointed out truths that would not have been discovered had he been right.

In many typewriting textbooks we find nu-

merous evidences of a conscience-stricken realization of the inadequacies of the preliminary finger-control drills in developing correct typing habits. Finger exercises and meaningless drills are found in the most advanced parts of such books—after the student has been introduced to letter writing and continuous copying, form and arrangement! In other words, students are given typing problems to work out that presuppose adequate foundational preparation on the keyboard technique, but for fear that the foundational work has not given the proper emphasis they are carried over the same ground again. No textbook can provide comprehensive corrective drills for all types of errors. Besides, of what use is it for Johnny, whose trouble is *x*-combinations, to practise *m*-combinations because Mary is having difficulty with them! The teacher's job, in this field, is to provide a method of detecting and a procedure for correcting individual movements.

The Rational approach in learning the keyboard, the first fingers first, forms a much more logical and practical foundation for the prevention of errors than any other method. In the first place, the student learns the use of one finger of each hand at a time. He masters the reaches of a given finger division before he is introduced to the complexity of using all fingers. Then, too, the scientific nature of the drills provided in the text makes it certain that the foundation work in learning control of the fingers is thoroughly laid. It provides error *preventive* drill instead of *corrective* drill.

The incidental error in typing is of little consequence; any momentary distraction may be the cause of it. The time that is spent in analyzing such errors, charting them, making comparisons, and practising meaningless combinations for correcting them can be better utilized by the student in writing. The only type of error that really needs attention is the persistent error. In a majority of cases, no doubt, the persistent error is due to incorrect operating technique, arising from any one of a number of causes—lack of concentration, imperfect coördination, wrong typing move-

ment, carelessness, wrong posture or hand position, physical condition, fatigue, discouragement, indifference, the pressure put upon "perfect copy," absence of motivation, etc. It is, of course, a subject for investigation, and the prescription of remedial practice. Rational Typewriting furnishes ample material for such practice. The learner does not have to seek other sources. For example, the first section in Rational is devoted to the first fingers. Plenty of material is available for first-finger practice if we find persistent errors in that division. The same is true of each succeeding section. On page 16 of the 1927 edition we find a group of second-finger words; on pages 17, 18, 19, 20, we find a similar exercise for

the third finger; on pages 21, 22, 23, special drills are provided for the fourth fingers. This provision for progressively building up an effective fingering technique is found in the entire Rational series.

By centering attention on the acquisition of correct habits in the first place, the need for "corrective drill" is practically removed. A point that is often overlooked is the influence of correct technique. Too many teachers, we think, base their standard of judging the value of the student's work upon the kind of "copy" turned in. Correct copy is a most desirable objective. Every effort should be used to achieve it, but *not at the expense of correct operating technique.*

## A "Different" Typing Test

MANY of the teachers who read the booklet, "Tested Teaching Devices," written by Frances Efinger-Raymond and Elizabeth Starbuck Adams, were inspired to send us some of their own teaching devices that they have found to be unusually successful. One of these comes from Mr. Sydney Hillyard, of the Commercial Department of Los Gatos Union High School, Los Gatos, California. The suggestion applies to the teaching of type-writing and is this:

"One thing that we find very useful is to place on the blackboard a short sentence for each week's speed practice. For instance, this

week we have on the blackboard: *The world war ended on November 11, 1918.* This goes on the blackboard on Monday and I test the beginning students for speed on it on Thursday; they may drill on it as much as they wish between Monday and Thursday. We deduct only one word for every error, for to deduct ten words would be too much for beginners. Then we place on the blackboard the individual result of each student, the average class result also the average of the best four students. This gives us a good idea of the speed of all our beginning classes."

You too may find this plan effective.

## Obituary

Thomas Alvara Blakeslee

WITH deep sorrow we note the passing of Thomas Alvara Blakeslee, a prominent member of the National Commercial Teachers' Federation. Mr. Blakeslee died December 27, 1929, at his home in Lincoln, Nebraska. He was born near Blackstone, Illinois, December 9, 1875. Working his way through school, he persevered until he secured his Master's degree. He held various principalships in the public school systems and at one time was city superintendent of schools at Fairfield, Nebraska.

At the time of his death he was president of the Lincoln School of Commerce. He was an active member of the Kiwanis Club and

several other civic organizations. In 1928 he served as president of the Central Commercial Teachers' Association—one of the most successful years that association has had.

Mr. Blakeslee was married in 1916 to Miss Bessie Burl Berry, who survives him. Besides his wife, he is survived by four brothers and two sisters. Mr. Blakeslee was a man whose high ideals have added much to the cause of commercial education and he will be sorely missed throughout the Middle West, where his endeavors for many years past have always been an inspiration to his fellow-workers.

We extend our heartfelt sympathy to his family.

Have you reported the details of your summer school courses for our  
Annual Summer Normal Directory?

# Comparative Outline—Old and New Manuals, Showing Possible Class Uniting

By Phyllis Porter

Littleford School, Cincinnati, Ohio

OLD MANUAL	NEW MANUAL	ADDED MATERIAL	PREVIOUS LESSON NUMBER
I. a. Forward consonants and circle vowels. b. First four principal rules. c. Simple phrases. d. Punctuation.	I. Units 1, 2, 3. a. 1, 2, 3. Same as old Manual with added material. b. Special attention given combinations of horizontal curves. c. Business abbreviations.	a. Blends— <i>ted, ded</i> (straight) <i>men, mem</i> . b. Words written with <i>th</i> . c. Brief forms using <i>b, o, u, th, s, i</i> , and omitting the <i>oo</i> -hook at the beginning. d. Simple phrase forms containing above-named strokes.	Lesson VII Lesson V Lessons II, III, IV, V, VI, VII, IX, XIII Lesson XI
1. At the end of Lesson I and Unit 2, or during the progress of either, classes could be successfully united.	II. Units 4, 5, 6. a. 4. Downward consonants, emphasizing curve combinations. 5. Rules for <i>s, z, ses</i> . b. Plurals of brief forms ending in <i>s</i> and others. c. Indication of <i>ing</i> . 6. <i>X</i> . d. Suffixes <i>shun</i> . e. Past tense, including disjoined <i>t</i> . f. Prefixes <i>al, in, be, for, over, under</i> . g. Business phrases.	a. Words containing <i>oo</i> -hook. Reversed circle for <i>l, any one</i> . Modification of <i>to</i> in phrases. Pluralizing of words ending in a reversed circle. <i>Over, under</i> .	Lessons IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, XV.
2. With extra help given on blends, prefixes, reversing, and phrasing, classes finishing Lesson V could be united with those completing Unit 5.	III. Units 7, 8, 9. a. <i>O</i> -hook. b. Rules for <i>o</i> -hook. c. Rules for joining <i>th</i> . d. Simple prefixes and suffixes. e. Simple phrasing rules.	a. Reversing on straight strokes to express <i>r</i> . b. Pluralizing words ending in reversed circles. c. Derivatives of such words and abbreviated words. d. Use of reversed circle on brief forms. e. <i>Ly</i> added to words ending in a reversed circle. f. Pluralizing brief forms ending in a circle or loop. g. <i>Agree</i> .	Lesson VIII Lesson VIII Lesson V Lessons X, XI Lesson X Lessons V, IX Lesson XI Lesson XV
VI. a. Diphthongs. b. Vowel combinations. c. Wordsigns using diphthongs. d. Special business phrases.			

OLD MANUAL	NEW MANUAL	ADDED MATERIAL	PREVIOUS LESSON NUMBER
	IV. Units 10, 11, 12. a. <i>Oo</i> -hook. b. Rules for <i>oo</i> -hook. c. <i>W</i> , <i>ah</i> , <i>aw</i> , <i>y</i> . d. <i>Ings</i> , <i>ingly</i> , <i>nk</i> , <i>ng</i> . e. Prefixes. f. Negatives.	a. <i>World</i> , <i>particular</i> . b. Brief forms.	Lesson VIII Lesson IX Lessons IV, V Lesson XIII Lesson XII
	V. a. Diphthongs—Units 13, 14, 15. b. Vowel combinations. c. Omission of minor vowels. d. Abbreviations. e. Simple prefixes and suffixes. f. Use of the jog between straight strokes for <i>ow</i> .	Diphthongs. <i>Pcr</i> , <i>pur</i> , <i>pro</i> , <i>ble</i> , <i>plc</i> , <i>ment</i> , <i>sumc</i> .	Lesson VI Lesson XII Lessons VI, X Lessons V, XIII, XVI Lesson XII
	VI. Units 16, 17, 18. a. 16. Blends— <i>nt</i> , <i>nd</i> , <i>mt</i> , <i>md</i> . b. <i>Ld</i> combination. c. Days and months. d. 17. Blends— <i>jent</i> , <i>pent</i> , <i>dev</i> , <i>tive</i> . e. Special business phrases. f. 18. Prefixes. g. Phrasing principles.	<i>Bc</i> , <i>de</i> , <i>re</i> , <i>dis</i> , <i>mis</i> .	Lesson VII Lesson XII Lesson X Lesson VII Lesson VI Lessons V, XIII Lesson XI
VII. a. Ten different blends. b. Use of blends in phrasing. c. Disjoined <i>t</i> to express past tense.	VII. Units 19, 20, 21. a. 19. Blends— <i>ten</i> , <i>den</i> , <i>tem</i> , <i>dem</i> . b. 20. Rules for expressing <i>r</i> . c. Omission of <i>r</i> . d. 21. Prefixes and suffixes. e. Modification of words in phrases.	a. Blends in phrasing.  With other straight strokes. Terminations <i>worth</i> , <i>worthy</i> . <i>For</i> , <i>fore</i> , <i>fur</i> , <i>ful</i> , <i>ify</i> , <i>self</i> , <i>selves</i> , <i>age</i> , <i>ture</i> . Omission of vowels.	Lesson VII Lesson VIII Lessons VIII, XVI Lessons XIII, XVI Lessons XI, XII, XIX
VIII. a. Reversing to express <i>r</i> . b. Omission of <i>r</i> . c. Reversing to express <i>l</i> . d. Pluralizing words ending in reversed circles.	VIII. Units 22, 23, 24. a. 23. Omission of vowels and consonants. b. Disjoined <i>t</i> for past tense. c. Prefixes and suffixes. d. Derivatives of brief forms. e. 24. Phrasing principles.	<i>T</i> and <i>d</i> at end of words and in body, respectively.  <i>U'l</i> , <i>al</i> , <i>sub</i> , <i>less</i> .  Omission of words.	Lesson XII Lesson X Lessons XIII, XVI Lesson X Lessons XI, XIX
3. Join classes finishing Lesson VIII and Unit 14.	advanced lessons.	Special help needed on work taken from	



OLD MANUAL	NEW MANUAL	ADDED MATERIAL	PREVIOUS LESSON NUMBER
IX. <i>a.</i> Complete list of wordsigns. <i>b.</i> Pluralizing of wordsigns ending in <i>s</i> —a circle, and a loop. <i>c.</i> Adding <i>ly</i> to words ending in a circle or a loop. <i>d.</i> Adding <i>ly</i> to words ending in the diphthong <i>i</i> .			
4. At the end of Lesson IX and Unit 24, join classes.			
X. <i>a.</i> Compounds. <i>b.</i> Derivatives. <i>c.</i> Reversing principle applied to wordsigns. <i>d.</i> <i>After</i> and <i>out</i> as prefixes. <i>e.</i> Abbreviating principle. <i>f.</i> Applied to words containing diphthongs. <i>g.</i> Days and months. <i>h.</i> Figures and articles. <i>i.</i> Dollars and cents.	IX. Units 25, 26, 27. <i>a.</i> Abbreviating principle. <i>b.</i> Similarity to longhand abbreviations. <i>c.</i> 26. Continuation of above. <i>d.</i> Omission of vowel before <i>shun</i> . <i>e.</i> 27. Compounds. <i>f.</i> Irregular compounds. <i>g.</i> Dollars and cents. <i>h.</i> Figures.	Applied to short words. Applied to long words.  Circle vowels.  Articles	Lesson X
5. Join at the end of Lesson X and Unit 27.			
XI. Phrasing. <i>a.</i> Omission of words. <i>b.</i> Word modification.			
6. Join at the end of Lesson XI and Unit 27.			
XII. <i>a.</i> Omission of vowels. <i>b.</i> Omission of consonants. <i>c.</i> Raised <i>l</i> for <i>ld</i> at end of word and in body. <i>d.</i> Application of omission in abbreviating words.			
XIII. <i>a.</i> Joined prefixes. <i>b.</i> Compound joined prefixes. <i>c.</i> Prefixal abbreviations.			
7. Join at the end of Lesson XIII and Unit 27.			

OLD MANUAL	NEW MANUAL	ADDED MATERIAL	PREVIOUS LESSON NUMBER
XIV. <i>a.</i> The <i>tr</i> principle. <i>b.</i> Compound disjoined prefixes. <i>c.</i> Derivatives of words ending in <i>ct</i> .	X. Units 28, 29, 30. <i>a.</i> The <i>tr</i> principle. <i>b.</i> Derivatives of words ending in <i>ct</i> . <i>c.</i> 28, 29. Compound analogical word-beginnings. <i>d.</i> 30. Phrasing. <i>e.</i> Modification of words and phrases.	Use of prefixal forms as words.	Lesson XIV  Lesson XV  Lessons XI, XIX Lessons XI, XIX
8. Join at the end of Lesson XIV and Unit 28.			
XV. <i>a.</i> Disjoined prefixes ( <i>continued</i> ). <i>b.</i> Compound disjoined prefixes. <i>c.</i> Prefixes as words.			
9. Join at the end of Lesson XV and Unit 29.			
XVI. <i>a.</i> Joined suffixes. <i>b.</i> Compound joined suffixes.	XI. Units 31, 32, 33. <i>a.</i> 31. Analogical word-endings joined. <i>b.</i> 32. Disjoined analogical word-endings. <i>c.</i> 33. Initials. <i>d.</i> Intersected phrases.		Lesson XVI  Lessons XVII, XVIII  Lesson XIX
10. Join at the end of Lesson XVI and Unit 31.			
XVII. Disjoined suffixes.			
11. Join at the end of Lesson XVII and Unit 32.			
XVIII. Disjoined suffixes ( <i>continued</i> ).			
12. Join at the end of Lesson XVIII and Unit 32.			
XIX. Advanced phrasing. <i>a.</i> Omission of words. <i>b.</i> Intersection. <i>c.</i> Indication of <i>ing</i> . <i>d.</i> Modification of words in phrases.			
13. Join at the end of Lesson XIX and Unit 32.			
XX. <i>a.</i> Initials. <i>b.</i> States and territories. <i>c.</i> Principal cities. <i>d.</i> Terminations of names. <i>e.</i> Joining names of cities and states. <i>f.</i> Joining <i>state of</i> . <i>g.</i> Points of the compass. <i>h.</i> General rules.	XII. Units 34, 35, 36. <i>a.</i> 34. States and territories. <i>b.</i> Principal cities of United States. <i>c.</i> 35. Name terminations. <i>d.</i> Joining of names of cities and states. <i>e.</i> Joining <i>state of</i> . <i>f.</i> Canadian provinces and cities. <i>g.</i> 36. Short vocabulary.		Lesson XX
14. Join at the end of Lesson XX and Unit 33.			
VOCABULARY.			

# Presentation of a Penmanship Lesson

By Florence E. Ulrich

Editor, Gregg Writer Credentials Department

**I**N our shorthand classwork we teachers all of us should aim to develop speed and accuracy of execution as a basis for speed and accuracy in transcription, preliminary, of course, to the final skill of transcription production. With this in mind, we must organize our plan of procedure so as to develop the maximum of skill of which each student is capable. Trying to plan an instructional program that will strike a "happy medium" in the class does not function as we frequently have been led to believe it does in getting the most out of teaching. Rather does it breed discontent among the brighter students of the class capable of better progress, and discomfiture, if not discouragement, among the slower ones.

## The Ideal Program

The ideal program is one flexible enough to train to capacity the varying degrees of ability to be found in the class. For instance, in shorthand penmanship we find that some students will write correct notes from the start. They need only to see what they must write to execute it. Others will find it more difficult to imitate a stroke; they learn to write it only after repeated efforts.

Now, the bright student, if he has not been provided with a definite objective that taxes his native skill to its capacity, after having accomplished what you are still trying to get the slower student to accomplish, will probably sit and look on, or employ his time by conversing with his neighbor. You solve his problem if you require a minimum and maximum number of characters to be written in a minute with due attention paid to formation, proportion, continuity of action, etc., setting the speed high enough to make even your bright student work for it. That will develop and improve his executorial technique and keep him interested while you give your attention to the slower ones. Might not such a plan tend to keep the better students happy and working, while inspiring the slower ones to like accomplishment?

## An Approach to the First Lesson

Suppose we take up an approach to the first penmanship lesson.

If you have not had much practice in writing shorthand before your students, now is a good time to begin. Prepare and practise each les-

son before presenting it to the class. Know what you are going to say, and what you are going to write. Illustrating a point by writing a character with a swift muscular motion on the board, or on paper, gives life and force to your remarks. If you have not had sufficient practice to acquire rhythm and control in continuous writing, strive daily for it. It goes without saying that you will write better notes than your students, even though not as good as you should do with practice, and you need not, therefore, fear criticism.

Arm yourself as quickly as possible with the skill you are aiming to develop in your students, so that you will always be one jump ahead of the best student in your class. You cannot show a student how to write smoothly if your own writing is jerky and full of perceptible pauses, or stops, between outlines. It is easy to acquire swift, rhythmic action, or motion, in the execution of a series of shorthand characters, and having acquired it you have improved your writing 75 per cent. Perfection of forms is accomplished by analysis and practice, but first you must write something to analyze. Likewise, you must have written it well before you are thoroughly competent to show somebody else how to write it. Faithful practice on a set of drills designed for progressive building up of continuity and proper formation will beget penmanship skill.

## Motion Drills

Here are a few drills used by Mr. Smith in his presentation of the left-motion curves. First, *get the motion* by writing a continuous drill of flat left-motion curves to the count of 1, 2, 3, thus:



Keep this up for a number of lines—till the students "get the feel." While the count should be rapid, it must not be too fast, or students will lose control of length and the joinings will not be sharp and clear.

Then follow with the combination *rl* to the count of 1-2, *r-l*, 1-2—stressing 2 to emphasize the swing and quick get-away on *l*, thus:



(Continued on page 221)

O. G. A.  
ANNUAL CONTEST COPY



A free-arm movement should be used—your chalk and the students' pencils or pens being lifted at the end of the character while still in motion.

### *Size and Style of Writing*

Size of notes depends upon individual habits and style, but the notes should not be too small and cramped, nor too large and sprawly. Students should adopt a style that conforms with their longhand writing habits whenever possible. Do not handicap them by making them adopt the exact size of notes suitable to your own hand. Study the student's general style. If it be inclined toward large scrawly letters or small cramped ones, modify it by helping him to improve writing position, posture, form, etc. Watch the posture of students and check up occasionally as you dictate.

### *Progressive Drills*

Pronounce *ral* thus: er-al, 1-2, 1-2, *ral*, *ral*, *ral*, speeding up as you continue the count.



Then add another letter to the combination, continuing to build up sustained rhythmic motion—*rally*.

Close the final circle with a quick little twist in *rally*, giving equal emphasis and time to the syllables thus: er-ally, 1-2, 1-2—the elongated 2 enabling you to complete the circle.



A slight finger-motion will be used by some writers to make the small circle; but either finger- or arm-action may be used. The point is to turn the circle in with a short, quick, flick action. This will insure small circles and correct joining. There is no reason why a student should not differentiate definitely from the start between large and small circles, or why he should not be able to join them properly. An important factor contributing to correct proportion in writing is good writing action.

### *Control Drills*

Having written *rally*, the student can better control his hand in writing *lea*, *ray*, *re*, and *lay*. Illustrate these by writing them swiftly and continuously on the blackboard, to count, along with the students.



### *New Outlines*

Then turn to the class and without illustration pronounce the word *ale*. This is an instructive measure for developing new outlines, and to enable you to determine by the promptness and efficiency with which they write the new outline how much your students have learned from your instruction.

### *Continuous Writing*

If you will follow up with a continuous writing exercise alternating the characters they have just been practising writing, or, better still, introducing short sentences embracing forms studied in the drill, you will strengthen control and formation, uniformity of size and proportion, while developing rhythm and continuity in writing.

### *Speeding Up*

Dictate the words evenly, writing smoothly and swiftly on the blackboard as you read *rule*, *rail*, *rally*, *lea*, *re*, *lay*, *ray*,



increasing the speed until you reach, say, 90 words a minute, or, if you are training advanced writers, 120 words a minute. While this speed is open to discussion, you should set the speed high enough to touch the maximum writing capacity at which your students can write with accuracy. Do not regulate your count to conform to the present writing speed of the students; *make them speed up their writing to conform to your count*. Teachers must, of course, use discretion in building speed, and at no time during the formative period *force the students to write beyond the best speed at which they can write correct notes*.

A point to bear in mind in your own practice, and in training your students, is that their progress depends in a marked degree upon your ability to flash before them outlines for words or phrases dictated, later throttling down the series of flashes into smooth and continuous writing at a good rate of speed.

### *Confidence Comes With Competence*

You will improve with each performance, and develop a good writing style through study and correction of faults.

# The Teaching of Typewriting

By Harold H. Smith

Educational Director, Gregg Publishing Company

## How Best to Learn (and Teach) Typing

(Continued from the January issue)

**T**HUS far we have considered the three major types of practice which a typist must somehow handle if he is to use the typewriter as an efficient mechanical writing tool:

- (1) The typing of single characters
- (2) The typing of frequent combinations
- (3) The typing of sentences.

We have considered these types of his work from the standpoint of

- (1) How to introduce them, and
- (2) How to improve them,

stressing particularly the standards of speed (rate) and accuracy which should be used in measuring the student's performance.

Fluency, the third factor in skill, has been referred to frequently but, owing to the fact that in our September, 1929, issue we temporarily abandoned our general articles, we have been unable to treat such references adequately. At this point we wish to discuss some practical teaching devices, particularly the phonograph, and their application to the three types of fundamental practice above enumerated. Hence it becomes necessary first to undertake a general discussion of fluency, or rhythm.

### Fluency or Rhythm

Rhythm is universal. It is evident in all matter as well as in animate things. In man, the little pituitary gland located "at the base of the brain and closely behind the root of the nose" is said to regulate "the rhythms of the body, from the bony growth of the skeleton to the rate of the heart and respiration," even "the periods of sleep and waking time."

A splendid article on rhythm ("Rhythm Has a Place in Sports of Today") appeared in *The New York Times Magazine*, Sunday, September 2, 1928 (p. 8), from which we quote all too briefly:

It is the form of the runner, the measured flow of motion called rhythm, the beat of springing feet urged to the utmost by muscular control, that make for perfection . . .

Rhythm—timing, form; call it what you will—is the basis of every performance in every field of sport.

And other things being equal, the competitor who possesses it in the most perfect degree is the winner . . .

The very word rhythm comes from the Greek, meaning flow . . .

So rhythm is indispensable, and there is rhythm in every motion of the body.

Speaking of rhythm in sport, it calls the movements in tennis and basket ball "staccato rhythm." "The jumping center when the ball is tossed into play, the guard, the player making a basket, move in weaving rhythms that cross and recross . . ."

And of baseball, "It is the sense of rhythm, timing, that enables the batter to meet the ball at the exact instant when all his body's weight is thrown into the swing."

Typing rhythm has been noted and singled out for particular mention ever since the days of that pioneer speed typist, Frank E. McGur—in—as far back as 1880 at the very least. With the improvement of the machine, the introduction of better operating methods, and the training of the modern speed experts, we have witnessed an improvement in the quality of this rhythm. The typist striving for skill always tries to improve his rhythm; that is, at the same time that he tries to write faster and with 100 per cent accuracy he is trying to attain as near perfect rhythm as possible. Yet, being a practical worker, he knows full well that many combinations present fingering difficulties that require him to reduce his speed; and so he reduces his speed in as "flowing" a way as he can. He changes his speed, up or down, as the case may be; but he tries never to break his rhythm. His rates vary rhythmically—a veritable crossing and recrossing of rhythms!

Here is where so many observers have erred, until today we find graduate students in our universities undertaking researches into the problem of rhythm and its value in teaching, with no adequate conception of what rhythm really is. Not only that, but upon the foundation of these controversial misinterpretations interested parties have built a superstructure of "facts" from the psychological laboratory and, under the guise of "scientific research," have brought forth a mass of data showing the performance of experts as measured in hundredths and thousandths of a second, which,

in turn, were interpreted as disproving the existence of rhythm. Little wonder that teachers and administrators lacking personal typing skill are impressed by such confusion and scientific (?) evidence!

### *What Matters a Definition?*

Our experts themselves have been quite unable to describe rhythm in more than general terms. Rhythm is indeed something which can be sensed far better than it can be described in words. But your expert is always positive that he writes as rhythmically as he can, all "research" to the contrary notwithstanding.

Some of those who have most loudly attacked rhythm have substituted the aim of "good form," steady, continuous operation "without balks," false movements, starts, and stops! There is no doubt in the writer's mind that the real purpose behind such attacks when made by individuals thoroughly conscious of the nature of typing skill is to *re-define* rhythm. Each instance must be judged upon its own merits. The principal thing in which all teachers are interested is to get down to the meat of the idea of what rhythm is, and if it is necessary to brush aside false notions and popular misconceptions to attain this end, we shall gladly do so.

For these and other reasons, we have for some time used the term "fluency" in place of rhythm. Correctly understood, they are one and the same thing. Fluency embraces the idea of passing rhythmically from one rate to another—a rhythmic interweaving of rhythms. It applies equally to mental and muscular action, to shorthand and other arts as well as to typing.

### *The Nature of Rhythm*

That master-trainer of professional pianists, Tobias Matthay,<sup>1</sup> says, with regard to rhythm, that we must give attention inwardly to the exact *timing* (time-spot) of each intended blow and to its *force*; while outwardly we must attend to the feeling of key-resistance and (paraphrasing so as to apply to typing), by listening for the printing of the character, adjust our muscular reactions for the next key to be struck.

On page 42 of the same reference on rhythm he refers to three distinct ways by which "we can predetermine a single sound. Three distinct forms of Practice result from this fact:"

1. At sufficiently slow rates conscious attention may be given beforehand to each note to determine its *moment and tone* [in typing, timing and force] as well as exactly how it shall be obtained from the instrument [reach, movement, detailed technique]. This requires considerable time, but it is "the only way to learn new habits of tone-production." This spells *slow practice*. This description is of tremendous

importance in the stage of learning to make the 85 isolated character movements in typing. Notice that he does not suggest a slow movement *on* any stroke, but a slowing down of the rate at which strokes are delivered.

2. At quicker tempo, Time and Tone for each individual sound can still be willed, but the exact nature of the means of tone-production cannot be pre-realized. Such tone-production elements at this speed must be relegated to habits which have been previously formed. This applies to writing on the level of a series of fairly well-speeded isolated characters, as in typing when spelling out each character. Under such conditions the typist uses the kind of movement and technique he has practised—good or bad. That is why his early practice is so important. Whatever he does then he usually continues to do with very slight modification—to his ultimate success or mediocrity.

3. If the speed is sufficiently great, even the *timing* of the strokes cannot be individually controlled and must be handled by "semi-automatic timing the components of note-groups. . . . It is a faculty of the ear and muscles, analogous to the one which we use through the eye, which enables us at a glance to discern the exact number contained in a small group of objects, without our actually 'counting them up.'"

### *The Elements Involved*

Here we have a complete description of the manner in which frequent combinations of typed characters are executed. Careful study of Matthay's advice will disclose just what elements of stroking must be acquired, the order in which they should be acquired, and the ones to which attention should be paid at different rates of typing. Briefly, these are

- (1) Correct movement and energizing
- (2) Timing, or fluency
- (3) Force.

As speed increases, the typist falls back upon whatever habits of movement and energizing he has acquired in making the individual typing movements. As it still further increases, he must fall back on his habits of fluency in order to maintain his typing; and only at his very highest speed does he find it impossible to increase or decrease the force with which he types. This corresponds to experience in attaining the higher speeds in typing, and is a faithful description of the order in which details of technique must be mastered and then released to subconscious control by every student when working for a speed higher than his present one. Singularly important also are the levels of speed at which each of these elements should be, indeed, can be, improved. All three may be consciously controlled at low rates; only fluency and force at intermediate rates; and only force at fairly rapid rates. Even force is hard to control at highest speeds, and if it has not been controlled at lower speeds the typist will fail to attain his best speed or will suffer from omitted strokes, cut-out characters (spaces lacking the necessary characters), or lightly struck characters.

<sup>1</sup> Matthay, Tobias. "THE ART OF TOUCH." Longmans, Green and Co., London (1916), p 34.

In 1919 the writer made a number of records in the psychology laboratory at the State College of Washington. Although he has been unable to complete and publish his studies, he has derived much assistance from them. The original purpose was to study the effect of errors upon skill, the relative effect of practice and lack of practice, the nature of rhythm, and the relationship between student and expert speeds, accuracies, and rhythms. In many cases he was purposely lax as to accuracy in order to be able to judge the effect of errors upon the other elements of skill.

### A Laboratory Record

On April 17, 1919, a test was recorded upon a kymograph, using a time line of 1/100 of a second. The typewriter was an Underwood with which the writer was thoroughly familiar, but no preliminary practice was taken beyond writing a brief heading for the test sheet. (In common parlance, he was "out of practice.") The copy was the contest booklet, "Shadows," page 1, and the particular matter written had not been practised more than ten times in a total period of six months. The length of the test was 70 seconds, the actual word count at the rate of 130 words a minute. The typing appears on 11 separate lines, two of them short, and the median time *per stroke* runs 8/100 of a second on lines 6 and 7, 9/100 of a second on lines 1, 2, 3, 4, 5, 9, 10, 11, and 10/100 of a second on line 8.

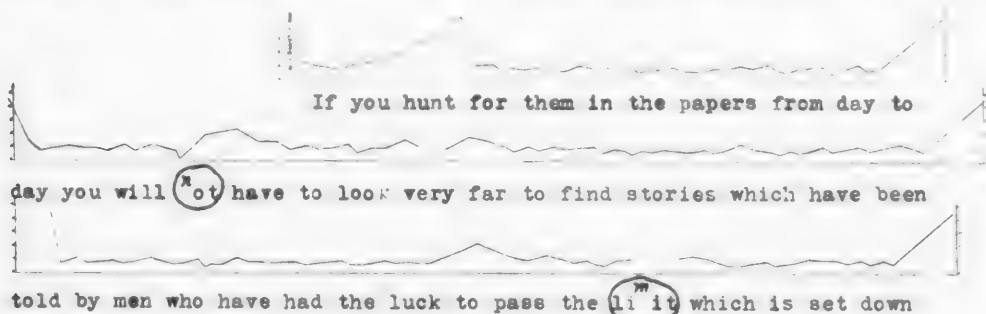
entire graph has been reduced to as nearly as possible the same length as the typed lines in order to furnish an estimate of the relative fluency free from exaggeration.

The steep rise in the curve at the end of each line measures the time taken to return the carriage and strike the first letter of the next line. (The mechanical arrangement for recording made it impossible to separate these two efforts.)

A variation of 50/100 of a second (half a second) would be represented at a point slightly higher than any of the highest peaks (carriage returns and the *t* of *hunt* in the first line). This graph surely affords evidence of the *striving for rhythm* which has been referred to as characteristic of the efforts of the expert. Expressed in another way, 50.2 per cent of the strokes in this test were executed in 7, 8, or 9 hundredths of a second—a range of but 1/50 of a second. Again 93.1 per cent of the strokes fluctuate between 6 and 15 hundredths of a second—a dispersion of only 1/10 of a second.

Not only the median but also the mean works out at 9/100 of a second per stroke, while the mode runs at 8/100 of a second, showing that in expert performance, at any rate, the striving for perfect fluency keeps the greater proportion of the strokes very near to the rate set—in this case apparently 8/100 of a second per stroke (or, stated differently, at the rate of 12.5 strokes per second).

Now, the human being cannot offhand distinguish between hundredths or even much



Owing to the lack of preliminary practice, the *force* used in striking the keys was not quite sufficient for the speed attempted, with the result that there are two lightly struck letters in the test, three cut-outs (counted as errors in contests), and one letter omitted (also counted an error). There were no absolute misstrikes.

We reproduce above the first three lines of the test as typed and with them a special graph constructed from the kymograph record, showing the sequential time-spacing of the strokes horizontally and the individual timing of the strokes vertically. The width of the graph line depicting these strokes is approximately 1/100 of a second by the scale adopted. The

greater divisions of a second. Control of rate (speed) is apparently set up as a rhythmic rate in the typist's head (through the pituitary gland), and the ambitious typist always tries to set this rhythmic rate higher and higher. In this sense there is a close connection between speed (rate) and rhythm. Hence the confusion even among the experts in describing their ideas of rhythm.

### Interesting Observations

One or two items of interest appear from these graphs. In the first place, it will be noticed that the first line was started about 25 spaces from the left margin. This was an

oversight caused by the necessity of the writer singlehanded controlling a complicated series of electrical connections, a tuning fork, a stop watch, and the kymograph proper. He had written the heading for the sheet and had neglected to return the carriage to the proper starting point. Almost immediately after starting he realized this and the knowledge created a difficult mental obstacle which had to be hurdled. On top of this came the slow combination *you hunt*—practically all written with the right hand.

You will note by the first graph that the rate is somewhat slow, becoming gradually (rhythmically) slower through the word *hunt* and culminating in a very slow *t*, which normally would have been a very rapid stroke because it is made with the opposite hand.

An error might easily have occurred here solely due to the mental hazard. If it had occurred, the difficulty could not have been intelligently diagnosed as a failure to make the correct movement for the *t*, for it would have been due to a mental disturbance, and the only sensible correction would be to control the cause of the disturbance or to acquire a superior mental skill in inhibiting it more efficiently.

In the graph for the second line it will be noted that the fastest stroke in the line corresponds to the cut-out letter *n* in *not*. A little off *timing* here, and with insufficient *force* behind the stroke we have an instance of what is usually diagnosed as "too much speed." This is compensated for (probably due in part to a semi-conscious recognition of the irregularity of the stroke) by a definite slowing down of the rest of that word, but the operator swings into a faster and faster rhythm as he recovers his poise immediately.

The dotted portion of the second graph indicates the place where the light *k* in *look* and its following space bar were typed. Here the recording mechanism did not function perfectly, and it is not possible to say how the line should go, except that the total time of 19/100 of a second for the two strokes does not disturb the general fluency of the curve. It should be noted that the lightly struck *k* and accompanying space bar are followed by a slow *v* in *very*, whereas a fast *v* might be expected, as it is made with the opposite hand. This emphasizes the importance of mental skills and illustrates the promptness with which the nervous system operates when *timing* or *force* are even a little off.

What prank of fate caused the variation in the third graph at the point where the *o* of the frequent and easy word *to* was typed is hard to specify. The preponderantly right-hand word *luck* preceded it, and undoubtedly the eye had signalled "careful" in readiness for the execution of the *o* in *to* followed by

the *p* in *pass*. There is also the unrecorded *ini* of *limit*, whose total time shows little effect in the nature of general fluency.

The remaining lines of the test are not shown here because there is little of present importance in them beyond the fact that lines 6 and 7 represent the two on which a median of 8/100 of a second per stroke was maintained. Both these lines show perfect work, with fewer peaks on the slow side than those illustrated. The *s* in *strong* in line 7 was completed in 2/100 of a second (at the rate of 50 strokes per second) after the space-bar stroke was completed. This is again followed by a distinctly reduced rhythmic execution of *tro* and an apparent effort to recover some of the time lost on *n*, which required only 5/100 of a second.

### *Changes of Rate Are Fluent*

Aside from the fact that the typewriter thus demonstrates its capacity to function correctly at such high speeds on favored combinations, it is worthy of note that the changes from one rate to another are accompanied by a *flowing movement* (rhythmic change), and that with rare exceptions the sharper fluctuations represent either mental or manual difficulties, or both, which are met and handled in as smooth (fluent) a manner as possible, followed by prompt resumption of the normal rhythmic rate as predetermined by the typist before or in starting the test.

The instances cited show that in as skillful typing as is necessary to write 130 words a minute there are lapses in control of fluency clearly indicating points where the typist could with advantage concentrate effort at improving his technique. In such efforts at improvement he would doubtless be primarily guided by a desire to write with "more perfect rhythm" at as high a rate as possible.

He would first attack the line, or the particular portion of it that gave trouble, at a reduced speed, perfecting accuracy and fluency at that level. Then he would increase the speed to a higher level, get control of accuracy and fluency there; and so on. He would not rest content until he had pushed the speed to as high a level as he could control both accuracy and fluency. This ultimate goal might represent perfect rhythm at a uniform rate throughout, or it might represent a slightly changing, fluent interweaving of rates. As his technique becomes more perfect he will find that by eternally striving for "perfect rhythm" he can progressively type with approximately perfect rhythm combinations that before he had typed with a fluent interweaving of rhythms—in other words, as his speed goes up he smooths out the rough spots in his fluency at slightly lower levels. Easy combinations will



usually be still easier with better technique, and difficult combinations will become easier but never as easy (or fast) as the easy ones. But on the level of reasonably perfect rhythm, which is used naturally when one employs the typewriter as a writing tool for personal or commercial purposes, he will find his skill functioning at a much higher speed than he would have obtained had he tried to hold down speed and perfect rhythm at a relatively low rate.

If in this process of improvement he finds a single word that causes particular trouble, he will isolate it for individual word drill, attacking it much as he has attacked the line or the phrase. And if, after further practice, he discovers a certain combination or even a single stroke that is at the root of his difficulties, he will proceed to attack it with one of the three types of drill (or some equivalent) which have been heretofore described in earlier issues. The main thing is that he should be taught to recognize the exact nature of his difficulties and that he should be provided with a "how to practice" plan for each type.

(In our next issue we shall continue into a discussion of rhythmic control devices.)



## Penmanship Research

(Concluded from page 212)

*Devices for Increasing Speed While Improving Quality.* Chairman: Miss Olive V. Herr, Supervisor of Handwriting, Sunbury, Pennsylvania.

*Devices for Improving Posture.* Chairman: Miss Laura B. Shallenberger, Supervisor of Handwriting, Latrobe, Pennsylvania.

*Devices in Teaching Muscular Movement Handwriting.* Chairman: Mrs. Elizabeth N. Horgan, Supervisor of Handwriting, Orange, New Jersey.

*Devices to Improve the Quality of Pupils' Handwriting.* Chairman: Miss Maude C. Reynolds, Supervisor, New Brunswick, New Jersey.

*Devices and Methods of Their Use in Teaching Handwriting.* Chairman: Mr. R. E. Wiatt, Supervisor, Los Angeles, California.

*Helps for the Untrained Teacher to Improve the Quality and Speed of Penmanship in Other Written Work.* Chairman: Miss Ellen C. Nystrom, Supervisor of Handwriting, Minneapolis, Minnesota.

*Bibliography.* Chairman: Mr. Michael J. Ryan, Peirce Business College, Philadelphia, Pennsylvania.

*Profitable Research Problems for Future Meetings.* Chairman: Mr. E. A. Lupfer, Managing Editor, *The Business Educator*, Columbus, Ohio.

The Association will hold its next meeting in Detroit, April 9-10-11. The theme will be "Fitting Penmanship Into the New Curriculum." The subjects to be discussed will be testing and measuring, scientific methods of teaching, and course of study construction. The reports in detail will be printed in the 1930 Yearbook of the Association. The enrollment fee of \$1.00 for teachers, principals, and superintendents, and \$2.00 for penmanship supervisors entitles members to the Yearbook.

## Convention Digest

(Continued from page 206)

SECRETARY, Miss Dorothy Chiles, E. C. Glass High School, Lynchburg

TREASURER, Miss Annie Truitt, John Marshall High School, Richmond

Next Meeting—Richmond.

### Washington

WASHINGTON EDUCATIONAL ASSOCIATION, Commercial Section, Seattle, Washington, October 24, 25. Chairman: R. Dana Kizer, Centralia High School, Centralia.

Speakers:

F. L. Cummings, Superintendent of Schools, Corvallis, Oregon, SELF-DIRECTED STUDY PLAN; Elizabeth Starbuck Adams, Gregg Publishing Company, San Francisco, California, THE REVISED GREGG SHORTHAND MANUAL; Ina Ree Watkins, Ballard High School, Seattle, How to GET ACCURACY IN TYPEWRITING; Carl E. Croson, Herr, Bayley, Croson & Innis, Seattle lawyers, COMMERCIAL EDUCATION AND THE PUBLIC; Dr. C. A. Prosser, Dunwoody Institute, Minneapolis, Minnesota, EDUCATION.

New Officers:

CHAIRMAN, Miss Gladys Parker, Stadium High School, Tacoma

SECRETARY, J. E. Frail, Lincoln High School, Tacoma

### West Virginia

WEST VIRGINIA COMMERCIAL TEACHERS' ASSOCIATION, Huntington, October 31, November 1 and 2. Chairman: F. M. Peckham, Huntington High School.

Speaker:

E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., CONTESTS AS INCENTIVES AND CRITERIA IN COMMERCIAL EDUCATION.

New Officers:

PRESIDENT, F. M. Peckham, Huntington High School, Huntington

VICE-PRESIDENT, Mrs. Ruth Pyle, Victory High School, Clarksburg

SECRETARY-TREASURER, Miss Nola E. Fry, Grafton High School, Grafton

Next Meeting—Clarksburg.

### Wisconsin

WISCONSIN STATE TEACHERS' ASSOCIATION, Milwaukee, November 7.

Speakers:

W. W. Lewis, Gregg College, Chicago, METHODS OF TEACHING SHORTHAND; H. W. Kircher, Superintendent of Schools, Sheboygan, COLLEGE ENTRANCE REQUIREMENTS.

NORTHWESTERN WISCONSIN TEACHERS' ASSOCIATION, Eau Claire, October 18.

Speakers:

Goldina Fisher, Gregg Publishing Company, Chicago, IMPROVEMENTS IN THE TEACHING OF SHORTHAND; James Neis, Madison, BOOKKEEPING IN THE HIGH SCHOOL CURRICULUM.

New Officers:

CHAIRMAN, Miss Elizabeth M. Kieffer, Chippewa Falls.



## SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

THOSE of you who have read in the *Gregg Writer* this month of the work of the Pennsylvania State Police, will be interested in knowing that a new feature of the regular winter post-graduate course for prospective non-commissioned officers of that force is a class in Gregg Shorthand and Rational Typewriting. The class is experimental, but Mr. Shuler, in giving us the news, says that they "hope to see something beneficial from the effort." And we feel certain that results will justify this hope.

--

THAT a knowledge of shorthand has great value as a personal accomplishment, apart from its utility as one of the commercial arts, has been accorded official recognition by the Chief Constable of Sheffield, England, who recently issued an order that proficiency in shorthand is to rank as a qualification for promotion in the Sheffield City Police Force.

As a result of this, more than two hundred and fifty men from all divisions of the Sheffield Constabulary began the study of shorthand a few weeks ago, and some 120 of them elected to study the Gregg system, special classes being provided. The Pennsylvania Police are not alone in offering Gregg to their men.

--

OUR New York Editorial receiving set was working unusually well one day during Christmas week, for we picked up a broadcast from Station IWC, the Tironian Club of the Illinois Woman's College, Jacksonville, Illinois. The entire program came through as clear as spring, and at this point we shall have to let you in on the secret!

Miss Annabel Crum, of the Department of Secretarial Training of the I. W. C., and her Gregg Shorthand students broadcast now and then by means of the mimeograph, a radio set manufactured especially for commercial department broadcasting and one that may be hooked up with the Post Office Department in a coast-to-coast program at very small cost.

In this particular issue of *The Radio*, the title of the Tironian Club publication was most appropriately displayed. Across the top of the

page, *Merry Christmas* was "appliquéd" in raised gold letters and the name of the paper was circled by an attractive holly wreath in gold and red—a clever use of one of those attractive Christmas "stickers" that were among the new offerings of the holiday season just past.

--

WE also received recently another copy of that unique student publication, *The James Monroe High School Gregg Journal*. It consisted of ten pages written entirely in Gregg Shorthand by the shorthand students of this progressive high school in New York City. The students had appropriately illustrated the articles and had designed a most suitable cover.

We were particularly struck with the richness of the content of this journal. Shorthand to the students of the James Monroe High is far more than a skill subject. They are filling their minds with the informative and inspiring content of the articles that they so artistically have written in shorthand on the mimeograph stencils used in this publication.

The writing of choice material in such a manner, the appropriate illustrations and their reproduction upon the mimeograph, form almost a perfect type of skill project, the main purpose of which is to bring about a close articulation of the students' avocational and vocational interests.

Mr. Benjamin Fromberg, chairman of the Department of Secretarial Science, and Miss Sara Fliederblum, faculty advisor, deserve great praise for their pedagogic initiative in planning this excellent project for their shorthand classes.

--

SO far as we know, only one other school besides James Monroe High has attempted a school paper entirely in shorthand. Miss Florence Frie, of Urbana, Ohio, has sent us a copy of the shorthand paper proposed by her senior class last year—*Time Saver*. The junior and senior classes both contributed articles for the paper, but the seniors had charge of production, and did most of the work outside of the regular class period.

It is one thing to plan something of this

kind, and quite another to carry it out to a successful conclusion. We congratulate all these teachers, and the students as well, on the work that the publications represent.

-:-

**T**HE following letter from Mrs. Mary M. Tomsen, typewriting instructor, Burbank Junior High School, Berkeley, California, will, we are sure, encourage other teachers to include among their practical projects the publication of a school paper of some description. For many years Mrs. Tomsen's typewriting classes, assisted by other departments of the school, have been mimeographing a school paper that is a model of artistic typing and a monument to the saneness of the objectives of this unusual junior high school that serves the industrial section of Berkeley.

"Our commercial department consists of typewriting and business practice only, as we are a junior high school. Three hundred children are enrolled in the typing classes, and for a number of years we have typed and mimeographed our semi-annual, *The Wizard*. The faculty committee plans the book and calls for faculty sponsors for the various sections.

The art classes have charge of all the art work needed, and the organization is planned so that the book is truly a school project.

"The book is financed with the subscription money, 50c. a copy, and after our subscription drive is over, we plan the book to fit our pocket-book. Four hundred sixty copies were made of this issue. Making the books with inexperienced help which changes every forty minutes is quite a job, but we have worked out a procedure that eliminates a lot of grief and is practically fool-proof.

"We should like to exchange with other schools who publish annuals or semi-annuals made with the mimeograph."

We wish that we could show you a page from the June issue that accompanied this letter, but it will not reproduce properly on account of the colored stock on which the book is printed. It would be hard, too, to pick just one page out of the many so attractively arranged and illustrated—the art classes have coöperated loyally and well! Mrs. Tomsen, you notice, offers to exchange with other schools; so, if you are interested you may be in time for one of the February *Wizards* if you write her immediately.



## National Association of Commercial-Teacher Training Institutions

(Concluded from page 204)

commercial-teacher training merits hearty and active support of institutions and individuals who are engaged in this line of work.

### Membership Fees

Membership in the Association is of two kinds: Institutional and Associate. Institutional membership is open to institutions which offer commercial-teacher training and are recognized collegiate institutions or recognized state teachers' colleges. The Institutional membership fee is \$10 a year, including membership of a voting representative. Associate membership is open to instructors in the institutions eligible for Institutional membership, to graduate students, and to fourth-year students specializing in commercial education in the schools eligible for membership, and to public school administrators and supervisors in charge of commercial education. The Associate membership fee is \$2 a year.

### Present Officers

The officers and directors for the year 1929-30 are: Dr. Paul S. Lomax, New York University, *president*; C. M. Yoder, Whitewater State Teachers' College, *vice-president*; Ann Brewington, University of Chicago, *sec-*

*retary*; P. A. Carlson, Whitewater State Teachers' College, *treasurer*; and *directors*—E. G. Blackstone, University of Iowa; A. A. Miller, North Texas State Teachers' College; F. G. Nichols, Harvard University; Alfred Sorenson, University of California, and M. E. Studebaker, Ball State Teachers' College, Muncie, Indiana.

### Three Meetings for the Price of One

For the three years past, the Association has held its annual meeting in conjunction with the Iowa Research Conference in Commercial Education at the University of Iowa. This year it will be held together with the Conference in Commercial Education planned by the New York University, and the dates for these joint meetings have been set so that those who are planning to attend the Atlantic City convention can be in New York also for these meetings at the end of the week. Reduced railroad rates make it possible for you to attend all three meetings for the price of one—so let's make it a record-breaking crowd!

If you have not already received complete details, the secretary, or Doctor Lomax, will be glad to send particulars to you.

See you at New York University February 28!

# DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

## *Executive Training for Office Boys*

By Norman Beasley, in "Business"

Not long ago a red-headed, grinning office boy at the Sherwin-Williams plant, in Cleveland, stood on a table<sup>20</sup> and entertained eighty other members of what is known as the Juniors' Organization with an imitation of George A. Martin,<sup>40</sup> the company's president. The boy's efforts were greeted hilariously. Martin's mannerisms, his peculiarities of speech, his changing facial expressions, his<sup>60</sup> gestures, all were faithfully reproduced.

A company official, watching the performance from another room, chuckled and reported what he had<sup>80</sup> seen to Mr. Martin himself. The president was silent for a moment, and then muttered, half to himself, "I must<sup>100</sup> see that at the next meeting."

Two weeks later the Juniors met again, and Mr. Martin was present. At the<sup>120</sup> conclusion of the meeting he arose and said, "I want to see that take-off on myself—that young red-head<sup>140</sup> over there does it." And he pointed an accusing finger in the direction of a lad who by then was<sup>160</sup> looking desperately around him for the nearest exit.

"Come on, young man," the president commanded, "get up on that table<sup>180</sup> and show me to myself—as I look to you."

The youth was quaking, but orders were orders and this<sup>200</sup> order had come from the big boss himself. Reluctantly he climbed on the table.

But he did his stuff, and<sup>220</sup> did it well, and Mr. Martin laughed as he recalled the incident. "It was the best imitation I ever saw<sup>240</sup> of any one. I complimented the youngster and told him that if he would be equally observant on his own<sup>260</sup> job, some day he might be president of the company and enjoy seeing himself imitated by one of his own<sup>280</sup> office boys.

"I am interested in that lad just as I am interested in every other young man in our<sup>300</sup> organization. Perhaps I am more interested in the red-head than in some of the others. I'd say he has<sup>320</sup> brought himself rather forcibly to my attention. If he stays with this organization, and works, he will become, in not<sup>340</sup> so many years, an important executive. That is not a prediction. It is a fact.

"How could it be otherwise?<sup>360</sup> Consider his equipment, his powers of observation, his courage. I'm certain he has courage. He's not very old—still in<sup>380</sup> his teens—and I know it required courage for him to climb on that table and imitate me before nearly<sup>400</sup> a hundred other young men and myself. He has the ability to observe. Observation demands

attentiveness, and attentiveness is a<sup>420</sup> fairly positive indication of an ability to think. It isn't expecting too much of him to predict that some day<sup>440</sup> he will be occupying, figuratively, the chair in which I am sitting.

"We have eighty-four boys in our Junior<sup>460</sup> Organization. They are office boys and factory boys, young men between the ages of sixteen and twenty-two years. We<sup>480</sup> are training these youths to become executives in the Sherwin-Williams organization. With few exceptions, all our executives have come<sup>500</sup> up through the ranks, and this situation must continue.

"If I were a young man again, just starting in life,<sup>520</sup> my first step would be this: I'd find a job in a big corporation. I know, from experience that the<sup>540</sup> average young man—and by average I mean average in everything, in inclination to work, in study, in ambition, and<sup>560</sup> in desire—the average young man, then, by starting out with a big corporation and staying with it, is ninety-<sup>580</sup> nine per cent likely to wind up as an important executive of the same concern.

"Nor does it matter where<sup>600</sup> he starts, in the factory or in the office. The first requisite is to start, and the second requisite is<sup>620</sup> to stick. On the way upward pride takes many a wallop, but, bolstered by determination, it will carry on. In<sup>640</sup> the course of thirty-five years with this company my own pride has taken many severe buffetings. There have been<sup>660</sup> plenty of times when I wanted to quit, plenty of times when pride demanded that I quit. My predecessor in<sup>680</sup> the presidency of this company, Walter H. Cottingham, one of the finest men I have ever known, was a hard<sup>700</sup> taskmaster.

"Two grown men we were, yet I can remember many occasions when we scarcely would speak to one another<sup>720</sup> for several days on end. We'd occupy the same drawing room on a train—eat together, be together almost constantly<sup>740</sup>—and yet not exchange a civil word. Two grown men, acting like a couple of children! There were times when<sup>760</sup> Mr. Cottingham knew he hurt my pride. But he knew, too, that each of us was working for the best<sup>780</sup> interests of the company, and our personal grievances were short-lived.

"That's the thought I hold for these young men<sup>800</sup> coming along—the best interests of the company. It is the thought all young men ought to have in business.<sup>820</sup>

"In bringing together these office and factory youths we are cementing friendships. Five years ago, when we started the Juniors,<sup>840</sup> the factory boys were just a little timid in the

presence of the boys from the office. But not for<sup>960</sup> long. It was interesting to watch them develop, to watch the development of new friendships and a mutual understanding.

"Just<sup>860</sup> look ahead. Can't you see what is going to happen? Later, when these youths have grown to manhood, each will<sup>900</sup> know the other personally. Each will understand the other man's job. They will meet on common ground—one a production<sup>920</sup> manager, the other a sales manager—and they will speak a common language. Theirs will be a more closely-knit<sup>940</sup> organization, a fighting organization, a unit of tolerance and strength. These boys are going to be executives in the factory<sup>960</sup> and the office; they are going to run this institution. And coming from the ranks, they are going to be<sup>980</sup> mindful of their assistants all down the line—patient and tolerant.

"In this business, as in all other enterprises, patience<sup>1000</sup> is necessary. A few months ago the patience of one of our factory foremen was stretched to the limit. We<sup>1020</sup> manufacture Paris green. To the men who work with the stuff we supply clean work clothing daily, and insist on<sup>1040</sup> a shower bath for each man at the end of the day. We protect the men in every possible manner.<sup>1060</sup>

"On this particular day, at noon, the foreman was going through the Paris-green department and he found a number<sup>1080</sup> of the men seated on the floor, newspapers spread out, and eating their lunches. As perhaps you know, Paris green<sup>1100</sup> is dusty and the air of that room was heavily laden with it. The foreman sent the men outside, into<sup>1120</sup> the open air, reminding them that it was strictly against company rules for them to eat inside the plant buildings.<sup>1140</sup>

"A few minutes later this same foreman was walking along a loading platform, near one of our railroad sidings, and<sup>1160</sup> saw a pair of feet protruding from the door of a freight car. He investigated, and found one of the<sup>1180</sup> men he had recently routed out of the Paris-green room busily engaged, again, in stowing away his lunch.

"Here<sup>1200</sup> the foreman exhibited a rare degree of patience. 'Get out!' he ordered. 'Go on over there and sit with the<sup>1220</sup> rest of the men and finish your lunch.'

"The workman grumbled, but obeyed. He had been sitting in a car<sup>1240</sup> loaded with free arsenic!

"But I have gone somewhat afield. Let's return to our Juniors. These young men exchange experiences<sup>1260</sup> and are helped accordingly. They are familiar with the difficulties of persuading some men to take even the simplest precautions<sup>1280</sup> for their own safety, and to a certain extent they understand the mental idiosyncrasies that lead to refusal.

"There is<sup>1300</sup> another important thought, so far as this company is concerned, in the development of these youngsters—the thought of replacements.<sup>1320</sup> Let us say that the production manager of one of our plants resigns. Unless this man has a capable assistant<sup>1340</sup> we, the company, are compelled to find a man for the job. There are two ways open—we may

take<sup>1360</sup> a man from a competitor, or we may advertise in the newspapers or trade papers.

"Both methods are expensive. If<sup>1380</sup> we take a man from a competitor it is humiliating to us. Then, too, no matter how good a man<sup>1400</sup> he may be it will require considerable time for him to become wholly familiar with our policies, our ideas, and<sup>1420</sup> our methods of doing business. During this time—it might require several years—he is a loss to us.

"If<sup>1440</sup> we find a man by advertising, it is likely he will not be capable, otherwise probably he would not be<sup>1460</sup> looking for a job. Understand me clearly, I am not saying that all men who answer advertisements for jobs are<sup>1480</sup> incompetent; not all, but a vast majority. There is just one chance in ten that we will get a good<sup>1500</sup> man, and one chance in ten is too lopsided a bet for any business man.

"I have been associated<sup>1520</sup> with business for forty years and it is my observation that too few organizations are taking full advantage of the<sup>1540</sup> opportunities offered within themselves for the development of their own office and factory boys. Our general superintendent of production was<sup>1560</sup> graduated from our Juniors. He is twenty-seven years old. We have quite a number of assistant executives, scattered through<sup>1580</sup> the organization, who were Juniors. They will go on, and others will follow. The process of graduation cannot be stopped.<sup>1600</sup> It cannot be stopped because these boys are at a moulding age, and the executive can make of them almost<sup>1620</sup> what he desires.

"The Juniors have regular classes every second week. Every phase of our business is discussed—management, accounting,<sup>1640</sup> advertising, credits, production, paints, varnishes, lacquers, sales. Every department is represented, and each course is supervised by the head of<sup>1660</sup> the respective department. I want to make clear the motive that actuates the executives of this company in furthering this<sup>1680</sup> development.

"I have missed few meetings of the Juniors. Often I tell the young fellows this:

"'Young men, you do<sup>1700</sup> not have to attend these meetings. You can do with your time just as you like. If, instead of coming<sup>1720</sup> here, you can find more pleasure in the company of girls, that is your business, not mine. I will not<sup>1740</sup> interfere. But if you do come to these meetings and try, earnestly, to get something out of them, I can<sup>1760</sup> promise that you will be more valuable to yourself. And if you are more valuable to yourself you will be<sup>1780</sup> more valuable to the company. That is my only thought. I have no other.'

The Juniors take up other elements<sup>1800</sup> in advertising, such as printing, labels, color cards, color panels for dealers, direct-by-mail. It isn't expected that the<sup>1820</sup> Juniors, in these meetings, will obtain a thorough grasp of the subjects; but it is expected they will gain a<sup>1840</sup> comprehensive understanding of what it is all about. Each meeting, whether it is on advertising, sales, credits, production, finances, history<sup>1860</sup> of paints, or what not, is presided over by a Junior from the particular depart-



ment under discussion. The executive responsible<sup>1880</sup> for this department sits on the sidelines and is subject to call to answer any questions that may exceed the<sup>1900</sup> capacity of the presiding Junior.

In addition, every executive, during working hours, is at the disposal of his Junior if<sup>1920</sup> information is needed. This rule applies to Mr. Martin, in his relationship to the lad in his office, quite as<sup>1940</sup> directly as it applies to the credit manager, the factory superintendent, or anyone else. The executive has to explain the<sup>1960</sup> workings of the department, and explain them thoroughly. It is his obligation; and the assistant's obligation is to choose a<sup>1980</sup> favorable time for asking his questions.

For one day during each summer, all the Juniors are guests of Mr. Martin<sup>2000</sup> at one of the Cleveland golf clubs. Last summer one of the entertainment features was a vaudeville act containing six<sup>2020</sup> dancing girls.

"It may seem queer," Mr. Martin said, "that a duffer like me should put on a girl act<sup>2040</sup> for a crowd of office boys. But remember this: These boys are growing into young men; some of them are<sup>2060</sup> young men now. I wanted to see how far they would go, although there was nothing risqué.

"The boys, as<sup>2080</sup> I expected, acquitted themselves like gentlemen. And I had an opportunity to study them under unnatural surroundings.

"Furthermore, the party<sup>2100</sup>—golf, dinner, entertainment—gave the youngsters a taste of the life they may expect when their earning capacities become sufficient.<sup>2120</sup> It was good for them—gave them new pep and ambition.

"We are trying, and successfully, to make executives of<sup>2140</sup> our young men. If they are to be executives they must be educated, and tolerant in the ways of human<sup>2160</sup> nature, and it is part of our job, as older men, to develop them, to broaden their lives, their knowledge<sup>2180</sup> of things as they exist, their tolerance of weaknesses in human nature. To accomplish this we must be close to<sup>2200</sup> them to guide them." (2204)

## The Centrifugal Creamer

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation  
(Copyright by the Williams and Wilkins Company,  
of Baltimore)

In 1876 while teaching in the Central High School of Philadelphia, Professor Thomson had been using before<sup>20</sup> his classes the whirling machines and models, common in cabinets of philosophical apparatus for illustrating "the central forces." He had<sup>40</sup> been telling his classes of the applications in the steam engine governor, centrifugal drying machines used in laundries, and the<sup>60</sup> centrifugal draining machines used in sugar refineries. While whirling a vessel containing a liquid in which there was a sediment,<sup>80</sup> he was struck with the promptness with which the sediment settled to the outside of the vessel, and it occurred<sup>100</sup> to

him that the applications of the phenomena of centrifugal force might be considerably extended, as in the clearing of<sup>120</sup> clayey or muddy liquids, or liquids having materials in suspension; the separation of fluids of different densities, especially the removal<sup>140</sup> of cream from milk, which, of course, was carried out on a large scale by other methods. With Professor E.<sup>160</sup> J. Houston, who assisted, it was believed that if a continuously operating machine could be devised for separation, especially of<sup>180</sup> cream from milk, a notable step in advance would be made. Such a machine would involve the feeding in of<sup>200</sup> the milk while the machine was kept at high speed, and the delivery of cream and the skimmed milk from<sup>220</sup> separate outlets.

Experiments were carried on energetically with special apparatus. During these experiments the form of centrifuge now so common<sup>240</sup> in physiological laboratories, for the separation of bacteria from cultures and for other concentrations, was invented. It consisted of an<sup>260</sup> upright shaft revolving at high speed with a cross-head to which was slung by joints receivers for vessels containing<sup>280</sup> the materials to be treated, generally a liquid. When the machine was at rest these vessels hung upright, but when<sup>300</sup> revolving they separated, and finally stood out at high speeds in a practically horizontal plane. Numerous experiments with different substances<sup>320</sup> were made with this apparatus, and the extreme celerity of separation was noted. Attempts were even made to concentrate dense<sup>340</sup> solutions of salts, but without any special result. This type of apparatus found application through a friend of the inventor<sup>360</sup> to the concentration of photographic emulsions, this friend being a manufacturer of photographic materials.

The development of this type of<sup>380</sup> centrifuge was, however, incidental only to the further and greater application for cream separation. In the meantime inventions which had<sup>400</sup> before then been made in this particular field were looked up carefully; but no example was found of any such<sup>420</sup> machine having been produced, which could be kept running at steady speed, receive a stream of liquid, such as milk,<sup>440</sup> and deliver the streams of separated materials, such as cream and skimmed milk. When the inventor's ideas were sufficiently crystallized<sup>460</sup> they were made the subject of an application for patent, which finally issued, after a contest in the Patent Office,<sup>480</sup> under the title "Centrifugal Creamer," dated April 5, 1881. One of the contestants was De Laval, who<sup>500</sup> had before this period developed and patented an intermittent type of centrifugal creamer, in which the machine was stopped between<sup>520</sup> charges and the charge removed before the reception of another. De Laval apparently made the same invention independently later, and<sup>540</sup> in applying for patent found that Thomson and Houston were ahead. This resulted in his conceding priority to these inventors,<sup>560</sup> and a combination of interests soon followed which led to the production and exploitation on a large scale of the<sup>580</sup> earliest types of centrifugal separators used in cream-



## Teachers

Get a choice position through us—any part of the country. Openings in business schools, high schools, colleges—now or later. Half of the state universities have selected our candidates. Dependable service. Employers report your vacancies. Write us now.

### **SPECIALISTS' EDUCATIONAL BUREAU**

Robert A. Grant, *President*

Shubert-Rialto Bldg., St. Louis, Mo.

## Emergency Opportunities

Written December 4, 1929. Just now we have a splendid opportunity—and no qualified man available: Head of a high school commercial department near Boston, \$3000. And, on the Pacific Coast, for an A1 private commercial school, an all-round man, \$3000. Only two or three properly qualified candidates. A Nebraska private commercial school, head of the commercial department, \$2500 to \$3000. Very few men to pick from who are worth \$3000. Are you enrolled with us? We should like to help you.

### **THE NATIONAL COMMERCIAL TEACHERS AGENCY**

(A Specialty by a Specialist)

E. E. Gaylord, *Mgr.*

--

Larcom Avenue, Beverly, Mass.

eries. Naturally the business grew, and the centrifugal type of creamer became essential<sup>600</sup> to every dairy or creamery.

The immediate suggestion of this valuable invention came from teaching and laboratory research which had<sup>620</sup> been undertaken to extend the knowledge of centrifugal action. This, coupled with close observation and an understanding of the needs<sup>640</sup> of the arts and industries, is what often leads to important advances. (652)

—By Dr. Elihu Thomson, Consulting Engineer,  
General Electric Company, Lynn, Massachusetts.

### *Drills on Chapter I*

I desire to take the Limited to Maine today. I came here today to hear this data read to them<sup>20</sup> by you. I may lack mental training, but my hearing is good and I am eager to read. Late today<sup>40</sup> you will read a tale of an attack by two men in the air. I was getting the training that<sup>60</sup> I needed. I dread this great heat; it will make me too ill to dig. That game marked the end<sup>80</sup> of the meet at Laramie. Where was the air raid this time? Where were they at the time of the<sup>100</sup> train wreck? All were in the country at that time and were not aware of it until late today. Will<sup>120</sup> you clean the tin milk can? Take this milk and cream to the dairy. I cannot make money at that<sup>140</sup> meeting. Lay the gate here. What is that? That is a tree. Take her into the country. Are you ready<sup>160</sup> to get the net? It was then too late to go. The grain is too green to take to the<sup>180</sup> market. He was greedy and ate all the cake. I meant to mend it today but I had a headache<sup>200</sup> and could not. (203)

Dear Sir: I would like to go into the country with you, but I cannot get my money in time.<sup>20</sup> Yours truly

Dear Sir: When will your mill make more metal tags like those you made me the other time?<sup>40</sup> Yours truly

Dear Sir: The leak in our attic is not great, but the rain is coming in. Can you<sup>60</sup> be here without delay and aid me? Yours truly (69)

### *Drills on Chapter II*

Dear Sir: After your trip is finished you will be needed at this place. Come back before the end of<sup>20</sup> February without fail.

When you get here you will have to help Mr. Blair with his plans for the coming<sup>40</sup> month. Yours truly

Dear Sir: What sales have you made in Maine and Massachusetts to date? Give me this data<sup>60</sup> by letter. Yours truly

Dear Sir: Your letter of Saturday came this morning. The man's name is James French and<sup>80</sup> he lives at 624 East Mission Street, in this city. You may reach him by letter. Yours<sup>100</sup> very truly

Dear Sir: I forgot to inform you when you were here today that the increase in your

income<sup>120</sup> will begin this month instead of the date I mentioned. Yours truly

My dear Sir: Will you handle a formal<sup>140</sup> matter for me? I have a letter that I would like you to present to the next session, which meets<sup>160</sup> for action very soon. If you will undertake this task, I shall feel very happy. Yours very truly

Dear Sir:<sup>180</sup> I am happy to hear that you liked the goods that I shipped you in April and that your sale<sup>200</sup> is going well.

Business here with me is very slack this season, but I feel that a change will come<sup>220</sup> soon. If you have any schemes for getting more business let me hear what they are. Yours truly

Dear Madam:<sup>240</sup> I will study the sketch of the silk dress you gave me and see what it needs to give it<sup>260</sup> more "snap." A sash would help it some, I think. Would you favor adding one? If not, let me hear<sup>280</sup> from you and I will change my plan and give you another one in the morning. Yours very truly (299)

### *Drills on Chapter III*

Dear Madam: I am glad that the motion that you made at the general meeting of the Chapter was received<sup>20</sup> in such a hearty manner. I hope you are prepared to speak on the subject at the special meeting that<sup>40</sup> has been called by the College Committee. The committee will meet at this hotel. You will be told the date<sup>60</sup> of the meeting a little later. Very truly yours

Dear Children: The camera that I received yesterday from all of<sup>80</sup> you I shall always keep. I am sorry that you were not able to be home today, but I know<sup>100</sup> you are having a happy time at college and will soon be back for the summer vacation. With love, Dad<sup>120</sup>

Dear Sir: The lamp shade I received from you was broken. I am sending it back today. If possible, send<sup>140</sup> me a green shade to replace this one. Yours truly

Dear Sir: I have agreed to speak before the special<sup>160</sup> committee on the subject of lower express rates. I hope you will be able to come to this meeting, which<sup>180</sup> has been called for next week. Yours truly

Dear Sir: I have conferred with my family regarding this important matter<sup>200</sup> and they share my opinion about a possible future for me on the stage. I am convinced that I am<sup>220</sup> not fitted for the work you want me to undertake and am going to study law instead. I shall go<sup>240</sup> to college and take a general course first. Later I shall take the special course in law. Yours truly

Dear<sup>260</sup> Sir: I was sorry to receive your letter telling me of the soft coal situation in your state. If you<sup>280</sup> want me to, I can order you several loads for the purpose of heating your store. I believe it would<sup>300</sup> be well to call me on the phone at my home at three, if possible, telling me if I should<sup>320</sup> send the coal or if you will come for it. Yours very truly (333)

# Shorthand in the One Hundred Largest Cities in the United States

(January 1, 1930)

Gregg Shorthand is taught in the Public High Schools of 94 of the 100 largest cities in the United States—*exclusively* in 79.

The following tabulation shows the names of the cities, the population (1920 census), and the system of shorthand now taught in the public schools:

**Gregg Exclusively, Day and Evening, 79%****Other Systems, Exclusively, 6%**

City	Population	City	Population	City	Population
Detroit, Mich.....	993,739	Albany, N. Y.....	113,344		
Cleveland, Ohio.....	796,836	Lowell, Mass.....	112,759		
St. Louis, Mo.....	772,897	Wilmington, Del.....	110,168		
Baltimore, Md.....	733,826	Cambridge, Mass.....	109,694		
Pittsburgh, Pa.....	588,193	Reading, Pa.....	107,784		
Los Angeles, Calif.....	576,673	Fort Worth, Texas.....	106,482		
Buffalo, N. Y.....	506,775	Spokane, Wash.....	104,437		
Milwaukee, Wis.....	457,147	Erie, Pa.....	102,093		
Washington, D. C.....	437,571	Kansas City, Kans.....	101,177		
Cincinnati, Ohio.....	401,247	Yonkers, N. Y.....	100,176		
Kansas City, Mo.....	324,410	Duluth, Minn.....	98,917		
Seattle, Wash.....	315,652	Tacoma, Wash.....	96,965		
Indianapolis, Ind.....	314,194	Elizabeth, N. J.....	95,682		
Rochester, N. Y.....	295,750	Lawrence, Mass.....	94,270		
Portland, Oregon.....	258,288	Utica, N. Y.....	94,156		
Denver, Colo.....	256,491	Waterbury, Conn.....	91,715		
Toledo, Ohio.....	243,164	Flint, Mich.....	91,599		
Providence, R. I.....	237,595	Jacksonville, Fla.....	91,558		
Columbus, Ohio.....	237,031	Oklahoma City, Okla.....	91,258		
Louisville, Ky.....	234,630	Schenectady, N. Y.....	88,723		
St. Paul, Minn.....	216,261	Canton, Ohio.....	87,091		
Oakland, Calif.....	208,435	Fort Wayne, Ind.....	86,549		
Akron, Ohio.....	200,616	Evansville, Ind.....	86,264		
Atlanta, Ga.....	191,601	Manchester, N. H.....	78,884		
Birmingham, Ala.....	178,270	St. Joseph, Mo.....	77,939		
Syracuse, N. Y.....	171,717	Knoxville, Tenn.....	77,818		
Richmond, Va.....	162,351	El Paso, Texas.....	77,543		
Memphis, Tenn.....	161,379	Bayonne, N. J.....	76,754		
San Antonio, Texas.....	158,976	Peoria, Ill.....	76,121		
Dallas, Texas.....	152,559	Harrisburg, Pa.....	75,917		
Dayton, Ohio.....	143,555	San Diego, Calif.....	74,683		
Bridgeport, Conn.....	138,276	Wilkes-Barre, Pa.....	73,833		
Houston, Texas.....	138,036	Allentown, Pa.....	73,502		
Hartford, Conn.....	137,635	Wichita, Kans.....	72,217		
Grand Rapids, Mich.....	132,358	Tulsa, Okla.....	72,075		
Youngstown, Ohio.....	126,468	Troy, N. Y.....	72,013		
Des Moines, Iowa.....	120,485	Sioux City, Iowa.....	71,227		
Fall River, Mass.....	118,342	South Bend, Ind.....	70,983		
Nashville, Tenn.....	115,777				
Norfolk, Va.....					
		Total population, 15,745,684			

**Benn Pitman, 2%**

New Bedford, Mass..... 121,217

Camden, N. J..... 116,309

**Isaac Pitman, 2%**

Trenton, N. J..... 119,289

Savannah, Ga..... 83,252

**Graham, 1%**

Lynn, Mass..... 99,148

**Chandler, 1%**

Somerville, Mass..... 93,091

Total population..... 632,306

**Gregg and Other Systems, 15%**

City	Population	Systems
New York	5,620,048	Isaac Pitman and Gregg (Gregg in 40 day and evening public schools)
Chicago	2,701,705	Munson and Gregg (Gregg in evening classes only)
Philadelphia	1,823,779	Benn Pitman, Parke Schoch, and Gregg
Boston	748,060	Gregg, Benn Pitman, and Anderson (Gregg in 12 of the 14 high schools, exclusively in 11)
San Francisco	506,676	Gallagher-Marsh and Gregg (Gregg in evening schools only)
Newark, N. J.	414,216	Isaac Pitman and Gregg
New Orleans	387,408	Benn Pitman and Gregg
Minneapolis	380,582	Caton-Pitmanic and Gregg (Gregg in evening schools only)
Jersey City	298,079	Isaac Pitman and Gregg
Worcester	179,754	Munson and Gregg (Gregg in evening schools only)
New Haven	162,537	Isaac Pitman and Gregg (Gregg exclusively in evening schools)
Seranton	137,783	Graham and Gregg (Gregg in evening schools only)
Paterson, N. J.	135,866	Isaac Pitman and Gregg (Gregg in evening schools only)
Springfield, Mass.	129,614	Isaac Pitman and Gregg (Gregg in post-graduate classes and evening schools)
Salt Lake City	118,110	Gregg and Benn Pitman (Gregg in all schools, exclusively in all but one)
Total population 13,744,217		

The above tabulation tells its own story—a story of results and achievement. Gregg Shorthand has been adopted for these large city high schools because it has been found, after investigation and experiment, to be the system of

“greatest good to the greatest number”

*A trial in your school will convince you*

**THE GREGG PUBLISHING COMPANY**

New York

Chicago

Boston

San Francisco

Toronto

London

*Who Knows?**Some Reflections by Elbert Hubbard*

I have a profound respect for boys. Grimy, ragged, tousled boys in the street often attract me strangely.

A boy<sup>20</sup> is a man in the cocoon—you do not know what it is going to become—his life is big<sup>40</sup> with many possibilities.

He may make or unmake kings, change boundary lines between states, write books that will mold characters,<sup>60</sup> or invent machines that will revolutionize the commerce of the world.

Every man was once a boy. I trust I<sup>80</sup> shall not be contradicted; it is really so.

Very distinctly and vividly I remember a slim, freckled boy, who was<sup>100</sup> born in the "Patch," and used to pick up coal along the railroad tracks in Buffalo. A few months ago<sup>120</sup> I had a motion to make before the Supreme Court, and the boy from the "Patch" was the judge who<sup>140</sup> wrote the opinion granting my petition.

Yesterday I rode horseback past a field where a boy was ploughing. The lad's<sup>160</sup> hair stuck out through the top of his hat; his form was bony and awkward; one suspender held his trousers<sup>180</sup> in place; his bare legs and arms were brown and sunburned and briar-scarred.

He swung his horses around just<sup>200</sup> as I passed by, and from under the flapping brim of his hat he cast a quick glance out of<sup>220</sup> the dark, half-bashful eyes and modestly returned my salute. His back turned, I took off my hat and sent<sup>240</sup> a God-bless-you down the furrow after him. Who knows?—I may go to that boy to borrow money,<sup>260</sup> or to hear him preach, or to beg him to defend me in a law-suit; or he may stand with<sup>280</sup> pulse un hastened, bare of arm, in white apron, ready to do his duty, while the cone is placed over my<sup>300</sup> face, and Night and Death come creeping into my veins.

Be patient with the boys—you are dealing with soulstuff.<sup>320</sup> Destiny awaits just around the corner. Be patient with the boys.(331)

*Business Letters*

(From "Rational Dictation," Part II, page 378, letter 491)

Mr. L. B. Mann  
112 Lyon Street  
Grand Rapids, Michigan

Dear Sir:

We thank you very much<sup>20</sup> for calling our attention to the annoyance to which you have been subjected with regard to the tobacco jar and<sup>40</sup> ash tray that you purchased around the Christmas holidays.

Our reason for not offering a credit allowance is not because<sup>60</sup> of the loss of a sale in that particular department, but because so doing would constitute an infraction of certain<sup>80</sup> fundamental rules which it has been necessary to adopt.

Upon investigation, we find that the merchandise referred to was returned<sup>100</sup> on January 15, and the time limit in which gifts could be accepted for credit expired on December 31.<sup>120</sup> Another policy bearing on this transaction is that we cannot accept merchandise for credit or refund if it has been<sup>140</sup> out of our establishment more than seven days.

We realize that the conditions entering into your purchase were unfortunate, but<sup>160</sup> when we offered to permit a new selection in the same department this, in itself, was a special concession. Were<sup>180</sup> we to deviate from our set rules to the extent of permitting a credit allowance it would be decidedly unfair<sup>200</sup> to other patrons who might make similar requests under similar circumstances.

In view of this, we regret that we can<sup>220</sup> take no action other than that suggested, to permit the exchange of this merchandise, should it prove to be in<sup>240</sup> perfect condition, for something else of like value in the same department.

Yours very truly, (255)

--

February 1, 1930

Dear Greggite:

Here we are on the eve of another big O. G. A.<sup>20</sup> Contest, and we hope that it will be the biggest and best contest that we have ever had. It can<sup>40</sup> be done and it will be done, only you will have to help to do it.

All that is required of<sup>60</sup> you is to sit down now and write the contest copy which is published elsewhere in this issue until you<sup>80</sup> are satisfied that you have produced the best specimen that you can make.

Then send it to the Contest Committee<sup>100</sup> to be entered in the contest. If you are not already a member of the O. G. A., you may<sup>120</sup> wish the specimen to be considered for that also, in which event you should enclose a dime to pay for<sup>140</sup> the membership fee.

Of course it is not necessary that you enter this contest, but every ambitious student and writer<sup>160</sup> of Gregg Shorthand is going to enter. When the roll is called are you going to be present?

Let us<sup>180</sup> get as much out of shorthand as we can by putting into it all that we have. That is what<sup>200</sup> makes success in life—and winners in the O. G. A. Contest!

Very sincerely yours,

(Signed) FLORENCE E. ULRICH (218)

--

"The world today is looking for men who are not for sale; men who are honest, sound from center to<sup>20</sup> circumference, true to the heart's core; men with conscience as steady as the needle to the pole; men who will<sup>40</sup> stand for the right if the heavens totter and the earth reels; men who can tell the truth and look<sup>60</sup> the world right in the eye; men who neither brag nor run; men who neither flag nor flinch; men can<sup>80</sup> have courage without shouting to it; men in whom the courage of everlasting life runs still, deep, and strong; men<sup>100</sup> who know their message and tell it; men who know their place and fill it; men who know their business<sup>120</sup> and attend to it." (124)



## Are You Worth "Your Salt"?

The derivation of the word "salary" is due to an odd circumstance. The Roman soldiers received a portion of<sup>20</sup> salt as part of their daily pay. *Sal* in Latin is salt; and when the salt in the course of<sup>40</sup> time was commuted for money, the amount was called *salarium* or salt money. Hence our word "salary" and hence, no<sup>60</sup> doubt, the expression "not worth his salt," that is, his salary. (71)

## 280 Words-a-Minute Championship Testimony

(Continued from the January issue)

A Yes.

Q Did he tell you the name of<sup>60</sup> any doctor he had consulted?

A He mentioned Dr. Smith, but I am not acquainted with him.

Q You never<sup>60</sup> tried to find out about the previous history of the injured man?

A I made some inquiries.

Q From whom?<sup>60</sup>

A From the man himself, and also from his wife.

Q You did not inquire as to his previous treatment?<sup>70</sup> A No.

Q Where did you call to see this man?

A At his home.

Q Where did you find<sup>70</sup> him at the time you called? A He was in bed.

Q Did you make a thorough examination of him?<sup>70</sup> at that time? A I did.

Q Especially with reference to the lower part of his body from the waist<sup>70</sup> down?

A Yes.

Q State, if you please, what you diagnosed his condition to be after the examination you made.<sup>70</sup>

A In my opinion, he had a serious injury to the lower part of his spine in the lumbar region<sup>80</sup> and the pelvis and he was in a very nervous condition.

Q What did you discover to be the condition<sup>80</sup> of his back?

A I found that this man had a great amount of stiffness and rigidity about the left<sup>80</sup> part of the back and left hip.

Q Were his lower limbs affected?

A Yes, sir.

Q To what extent?<sup>80</sup>

A Very slightly, the chief injury being to the lower part of his back on the left side.

Q Would<sup>80</sup> you say he had perfect control of both legs? A No.

Q Could he raise himself up in bed?

A<sup>90</sup> Not very well.

Q By that, you mean he required assistance? A I should say so.

Q Did you test<sup>90</sup> his reflexes in the usual way? A Certainly.

Q And I assume you found them normal? (936)

(To be concluded next month)

## The Passing Day

Lose this day loitering—'twill be the same story Tomorrow, and the next more dilatory;  
The indecision brings its own<sup>20</sup> delays,  
And days are lost lamenting o'er lost days.

Are you in earnest? Seize this very minute—  
What you can<sup>40</sup> do, or dream you can, begin it,  
Courage has genius, power and magic in it,  
Only engage, and then the<sup>60</sup> mind grows heated,  
Begin it, and the work will be completed. (71)

—Goethe

## Short Stories in Shorthand

### Ye Micht Hae Ken

Mrs. MacTavish (during radio church service): Why are ye removin' the car-phones, Sandy?

Sandy: They're takin' up the collection<sup>20</sup> now. (21)

### Exhilarating

Tourist (after taking a deep breath on car platform): Isn't this air exhilarating?

Porter: No, sah. This air Jacksonville. (19)

### A New Way to Reckon Time

"Hey, Bill, I hear you have bought a home!"

"Sure thing," replied Bill.

"How long have you been living in<sup>20</sup> it?"

After thinking a moment Bill said: "Two payments!" (29)

### Point Proven

"You say you came from Detroit," said the doctor to his fellow passenger; "that's where they make automobiles, isn't it?"<sup>20</sup>

"Sure," replied the American with some resentment; "we make other things in Detroit, too."

"Yes, I know," retorted the doctor;<sup>40</sup> "I've ridden in 'em." (44)

### Can You Beat a Lawyer?

Bursting open the door marked "Private," the butcher confronted the local lawyer.

"If a dog steals a piece of meat<sup>20</sup> from my shop, is the owner liable?" he asked.

"Certainly," replied the lawyer.

"Very well, your dog took a piece<sup>40</sup> of steak worth half a dollar about five minutes ago."

"Indeed," he returned smoothly. "Then if you give me the<sup>60</sup> other half that will cover my fee." (67)

### Following Directions

Bride (consulting cook book): Oh, that cake is burning and I can't take it out for five minutes yet! (19)